

ANNE SOFER

Cultural collision

'One might do worse than take "fundamental rights" and "humanity awareness" as starting principles'

I am always cheered when two very different people find their way from divergent starting points to the same conclusion. My latest experience of this phenomenon has come from reading, consecutively, a book that has been hitting the best-seller lists across the Atlantic, and one that deserves the same accolade when it goes on sale here this month.

The first is a sustained and brilliant harangue from the American academic philosopher, Professor Allan Bloom, intimidatingly entitled *The Closing of the American Mind: How Higher Education Has Failed Democracy and Impoverished the Souls of Today's Students*.

It argues that over the past 40 years a climate of moral and intellectual relativism, started in and fostered by the universities, has paralysed the best American thinkers in their search for truth. This relativism, Professor Bloom claims, owes more to Nietzschean despair than to the tolerance preached by the philosophers who inspired the American founding fathers. It has led to a dangerous situation in which today's students do not necessarily understand or owe allegiance to the democratic principles underpinning American society.

He uses, as an illustration of this argument, the changing perception of minorities. The founders, he claims, saw minorities as "in general bad things, most identical to factions, selfish groups who have no concern for the common good". However, unlike older political thinkers, the founders believed that only a regime of consensus and tolerance could contain the negative potential of minorities. They "wished to achieve a national majority concerning the fundamental rights and then prevent that majority from using its power to overturn those fundamental rights".



Difference should not matter more than sameness.

Professor Bloom argues that those who believe in the doctrine of fundamental rights cannot accept a position of being "just another culture". The West's "cultural imperative" is to be "intellectually imperialistic". Plato saw life in a particular society as akin to life in a cave when compared with the full sunlight of the Truth outside. Similarly, early generations of Americans saw the doctrine of fundamental rights as being beyond, or above, any particular cultural identity.

"By recognizing and accepting man's natural rights, man found a fundamental basis of unity and sameness. Class, race, religion, national origin or culture all disappear or become dim when bathed in the light of natural rights, which give men common interests and make them truly brothers."

It is all stern, aggressive stuff, aimed at putting on the spot anybody with wishy-washy ideas about democracy. The author only gets away with this high-handedness because of the sustained excited pitch of the argument and the breadth of philosophical reading behind it. Professor Bloom comes over as austere, intense, passionately conservative and highly cerebral.

Anybody more different from Dervla Murphy would be hard to find. Here is a middle-aged Irish woman, traveller and writer, single parent and – by her own account – garrulous pub companion. Politically unaligned but exuding small "l" liberalism, she sets out in her latest book *Tales from Two Cities* to explore racial tension in England's cities.

With a journalist's sense of where the action is, she lived for several months around the corner from Ray Honeyford's troubled Bradford school and then in Birmingham's Handsworth district, in the months leading up to the riots. Like a journalist too, her accounts are based on "feel" and anecdote rather than theory and argument. They are also thorough and thoughtful – and essential reading for anyone involved in the "inner cities" debate.

On the face of it, her approach is that of a classic "cultural relativist". She goes out of her way not only to explain but to justify the custom of arranged marriages in the Pakistani community, and the ganja smoking habit among young Rastafarians. Nor do her own national prejudices prevent her being fair to the English. The same understanding infuses her comments on Ray Honeyford and on the local police forces of both cities.

Yet her conclusions lead her strangely to almost the same place as Professor Allan Bloom – to point out the danger of elevating cultural difference above essential human sameness. "In Britain now, it often seems that Whites (anti-racists no less than racists) are so 'race aware' that they relate to ethnic minorities almost as if they belonged to a different species . . . The cultivation of 'race awareness' tends to block 'humanity awareness' – to obscure the simple, central and immutable reality that we are all human beings."

Neither of these books is directly about schools – and yet I have found them both more helpful than many that are. In the arguments about the national curriculum that are looming over us, between the anti-racists on one side and the "British culture for British schools" lobby on the other, one might do worse than take both "fundamental rights" and "humanity awareness" as starting principles.

The Closing of the American Mind is published by Simon and Shuster, price £14.95. *Tales from Two Cities* is published by John Murray, price £12.95.

NEXT WEEK

Teachers' pay
How the new advisory committee will work. Jeremy Sutcliffe reports

Brain power
Anthony Clare reviews the *Oxford Companion to the Mind*

Extra: Computers in education

PEOPLE...

Peter Fowler has been appointed co-ordinator for special educational needs at the Microelectronics Education Support Unit, in succession to Mary Hope. He is currently co-ordinating the Council for Educational Technology project on information technology and FE students with moderate learning difficulties.

Alan Orme has been appointed artistic director of Watford Palace's theatre-in-education company.

Eric Dyke has succeeded Frank Pedley as chairman of the National University of the Third Age committee.

CONFERENCES...

October 13, 14, 22 and 23
Southern Examining Group regional conferences on the Record of Mathematic Achievement in Kingston upon Thames (13), Cambridge (14), Birmingham (22) and Manchester (23). Details from Pauline Harvey, SEG, 0892 3531 1 ext 228.

October 17
Education in and about Namibia organized by the British Defence and Aid Fund for Southern Africa at Hamilton House, London WC1. Speakers include Nahas Angula, SWAPO secretary for education and culture. Details from BDAF Namibia Conference, 64 Essex Road, London N1 8LR.

October 17
Innovation and change National Association of Design Education conference – design-based activities across the curriculum at Haywards H – 9th sixth-form college. Fe £7 (£5 students). Details from Richard Molyneux at the college. 0444 456 281.

October 17
Choosing a degree in art and design history for sixth-formers at North Westminster Community School, London W2, from 11 am to 4 pm organized by the students group of the Association of Art Historians. Universities, polytechnics and colleges offering degree courses in art and design history will be represented.

October 22–23
Council for Environmental Education annual conference on *Encouraging positive attitudes towards the urban environment* at the IBM South Bank office, London SE1. Fee £35 (£45 residential). Details from the organizer, CEE, School of Education, University of Reading, London Road, Reading RG1 5AQ.

October 29
The community college ideal at Park Lane College, Leeds with Les Kottel, David Eade and Mike Taylor on the relevance of the American community college experience to post-16 education in the UK. Details from Mr W Ogilvie, Education Reorganization Unit, Merrion House, Leeds LS2 8DT.

October 30
Further education – the responsive service organized by the Association of Vice-Principals of Colleges at Filton Technical College, Bristol with David Parks and Ernest Theodossin. Details from I M Strachan, Cassio College, Langley Road, Watford WD1 3RH. 0923 240311 ext 40.

November 3
Career/life planning for women and its place in a careers programme for advisers in schools, FE and HE and local authorities with Beryl Morris and Cathy Barrenioll at the Industrial Society. Details from the Pepperell Unit, 48 Bryanston Square, London W1H 7LN.

COURSES...

October 30 – November 1, November 4–8 and 11–13
Spastics Society courses: the first on the hand as a guide to learning for those working with young children with cerebral palsy or a similar disability; the second on music, art and drama for those working with children and adolescents with special needs and the third for teachers of young children with severe learning problems. Details from Castle Priory College, Thames Street, Wallingford.

October 31 and November 28
Farming and the countryside: resources for learning with special reference to GCSE organized by the Association of Agriculture for secondary teachers, the first in London and the second in Stafford. Fee £7.50. Details from Jack Whelan, Association of Agriculture, Victoria Chambers, 16/20 Strutton Ground, London SW1P 2HP.

November 2, 3, 4 and 5
One-day courses for GCSE teachers at the Imperial War Museum relating coursework objectives to the First World War collections. Speakers include Chris Culpin, chief examiner for the London and East Anglian Group, and there will be opportunities for gallery work. Fee £4.50. Details from the Schools' Officer, Imperial War Museum, Lambeth Road, London SE1 6HZ.

EVENTS...

October 14–16
Surrey primary schools art exhibition in the Dorking Halls, Dorking, from 10 am to 9 pm (October 14, 15) and 10 am to 2 pm (October 16).

Until October 23
Constance and Louise Gwent Theatre in Education Company's programme for fifth and sixth-formers at the Drama Centre, Abergavenny. Details of this and other performances for schools from Julie Davies, Abergavenny 3167.

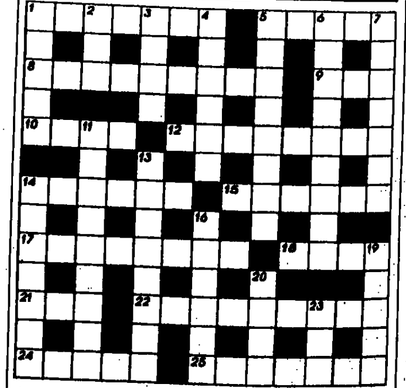
October 20 and 29
Musical evenings at the Royal Academy of Arts performed by advanced students from the Guildhall School of Music and Drama at 7 pm. Tickets £6 from the Friends' Room, Royal Academy, London W1. 01–734 9062.

October 28
Courtauld Institute of Art open day for teachers and prospective undergraduates. Those wishing to attend should contact the Registry at the Institute, 20 Portman Square, London W1H 0BE by October 16.

INFORMATION...

16–19
Mr Brandan Mulcahy, sixth-form curriculum enrichment co-ordinator for Northamptonshire, would like to receive information on local education authority, school-based or individual initiatives in the 16–19 age range. He can be contacted at the University Centre, Barrack Road, Northampton NN2 6AF. 0604-230185.

No 326 **CROSSWORD** by Rufus



Across

1 Hoped to rise from despair (7)
5 Manages investments (5)
8 Fair distribution of beer to all (9)
9 Bio-chemistry for a Nigerian tribesman (3)
10 An inexperienced youth could be fired (4)
12 Useful people showing diplomacy in studies (8)
14 A capital fighting maxim (6)
15 He shoots a bird right in the tail (6)
17 Elton . . . chap seen around in Whitehall (8)
18 Sign-on the staff (4)
21 Little swimmer that can also do the crawl? (3)
22 Clear love declaration (8)
24 Appears to understand handwriting (5)
25 Savoury portion, not well cooked (7)

Down

1 Athenian room at the top (5)
2 Wash up for a friend (3)
3 Excellent yet 'not well' done (4)
4 Bill isn't paid by him (6)
5 Cribbing, right can be in trouble (8)
6 Headteacher is source of interest (9)
7 Contrasting points in a truck promoter (7)
11 It is held to improve the eyesight (9)
13 Hobbies make time pass (8)
14 Dates may fall as the cricket snatch continues (7)
16 Key batsman? (6)
19 Stay on top (5)
20 A rise for flying men, now well off (4)
23 Naval boat shortly due (3)

Solution to puzzle 325:



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Educational Supplement

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Newham's Muslims urged to go-it-alone

by Bert Lodge

The founder of the first Islamic day school in London is campaigning for five grant-maintained Muslim schools to be set up in Newham once the Government's opting-out proposals become law.

Mr Haji Iftikhar Ahmad, head of the London School of Islamics in Forest Gate, believes that local authority schools with a predominantly or wholly Asian roll should opt for grant-maintained status.

In a letter to the Education Secretary, Mr Ahmad lists two secondary schools, Plashet (girls), East Ham, and Trinity (boys), Canning Town, and three primary schools which fall into that category.

A spokeswoman for the borough council confirmed that 40 per cent of Newham pupils came from ethnic minorities and that at Plashet Girls' School the proportion was 80 per cent. Trinity Boys' School is due to be closed next August.

Baker's Bill, pages 12 and 13

Although the question of opting out will be left to the parents of each school concerned, such a move would inevitably be resisted by the Labour-controlled council which is opposed to any new denominational school being set up.

Whether any county school gaining grant-aided status could at the same time convert unofficially into a denominational school under the present proposals is unclear. The ambiguity was spotted by the Church of England schools secretary, Mr Geoffrey Duncan, in his response to the Government's consultative document.

In issuing his call for grant-maintained Muslim schools, Mr Ahmad will inevitably be seen as a standard-bearer for the Muslim community.

Instead of the laborious route to achieving voluntary aided status – still requiring the school to find 15 per cent of the running costs – he is encouraging all schools with a predominantly Asian enrolment to go for grant-maintained status. Whatever the law says, it would be difficult for the ethos of such a school to be anything but that of Islam.

Meanwhile, Mr David Hart, general secretary of the National Association of Head Teachers, has urged heads to think twice about opting out of local authority control without financial backing from parents.

"I do not think enough people have given enough thought to the financial implications of opting out," he said.

His advice follows the announcement by Mr John Swallow, a former NAHT president, that his school – Ongar comprehensive in Essex – is planning to opt out and seek grant-maintained status. The school is threatened with closure.



Abbey habit: more than 1,500 Welsh primary schoolchildren learned about the monastic life of the Middle Ages at Neath Abbey last week

ILEA magnet schools could divide Labour

by Barry Hugill

The Inner London Education Authority is set to become the first in the country to introduce American-style magnet schools.

Within two years, the capital could have schools specializing in either the arts, languages, technology or science and maths.

Entry to the schools, likely to be designated "centres of excellence", will be determined by the interest shown in the specialist subject by pupils and their parents. There will be no formal academic entrance requirements and the co-educational schools will maintain a mixed-ability intake.

The magnets will be spread across the ILEA area and established on existing school sites. Closure notices will be served on the present schools. It is not clear whether the new schools would retain the old name.

The blueprint for centres of excellence has been drawn up by Mr David Mallen, ILEA's head of schools, who has worked closely with Dr Bill Stubbs, the authority's chief officer.

Mr Mallen stressed this week that the blueprint "had no official status". He said that he had not discussed it with ILEA politicians.

Mr Neil Fletcher, the ILEA leader, is a supporter of magnet schools and will give his backing to the plan. It will be publicly discussed for the first time at a meeting of the policy co-ordinating committee later this month.



David Mallen: drew up blueprint

Mr Fletcher will face hostile questioning from a number of Labour councillors at a meeting of the ILEA Labour group on Monday evening. Critics are worried that magnets will mean a re-introduction of selection, in the words of one councillor, "a return to the old grammar school system".

Mr Mallen is aware that controversy will surround his proposal. He says that "selection" is an emotive word, but accepts that "there needs to be a lot of discussion about the admissions procedures that we develop".

At the Labour Party conference in Brighton a fortnight ago Mr Fletcher caused a furore when he suggested Labour authorities copy the American schools. He was speaking only a few days after Mr Kenneth Baker had returned from a fact-finding trip to the USA to see how magnets work. The Minister declared himself "very impressed" with what he saw.

The ILEA leader also questioned whether mixed-ability teaching worked, raised doubts about progressive teaching methods and suggested that a return to basics and rote learning might be in the best interests of working-class children.

He believes that the ILEA should be providing extra resources for children in the most deprived areas and for those with special gifts. His opponents in the Labour group believe he is signalling the introduction of schools for the academically able. Mr Fletcher insists that he is not challenging the comprehensive system nor trying to steal Mr Baker's clothes.

Resist reform passively – heads told

by Sarah Bayliss

The president of the country's largest headteachers' union will this weekend be urging its national council to support a call for "passive resistance" to the Government's education reforms.

Mr Michael Pipes, president of the National Association of Head Teachers, received an enthusiastic response for his strategy at a weekend conference of headteachers that had been given the first detailed glimpse of how the proposed system of national tests would work from Mrs Angela Rumbold, Minister for State for Education. He said later that such a move, by headteachers would prevent the momentum of change building up.

Mrs Rumbold, told the union's annual primary conference in Coventry that parents of 7 and 11-year-olds would be able to compare their children's results in mathematics, science, English and the foundation subjects with average results for the class, school, local authority and the nation.

Her speech came only two days after the Education Secretary had sought to allay fears that his proposed national curriculum was "too prescriptive".

Interviewed on *This Week* by Mr Jonathan Dimbleby, Mr Kenneth Baker went out of his way to stress that the lower limit of the time to be set aside in schools for the foundation subjects was 80 per cent.

NAHT conference report, page 10

THIS WEEK

COMMENT	2
DIARY	5
PRIMARY	10, 11
SCHOOLTOWORK	15
WORDFOCUS	16, 17
OVERSEASNEWS	18, 19
LETTERS	20,21
TALKBACK	22
FEATURES	23–25
REVIEWS/BOOKS/ARTS	26–33
RESOURCES/MEDIA/IT	33–36
PERSONAL COLUMN	
NOTICEBOARD	
ASD CROSSWORD	104
CLASSIFIED	39



Entry fee to be paid 4



What Mrs Thatcher said 12



Teenage mothers 17



Quest for standards 25



The art of looking 26

TIMES PAST
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LONDON NEEDS A VIABLE PLAN

Dr Bill Stubbs's stark advice for ILEA members on the consequences of the Government's proposal to allow London boroughs to opt out (page 13) makes far more logical sense than the consultation document itself. Since that was the least coherent and thought-through of all the recent batch of pre-Education Bill documents, this is not in itself surprising, but that does not alter the force of Dr Stubbs's argument.

There is nothing in the consultation paper itself, nor in any of the statements of intent by boroughs ambitious for l.e.a. status, which demonstrates how the arrangements proposed would either raise standards or save money, the two criteria by which the document cursorily dismisses ILEA out of viable existence.

On the contrary, the more closely the proposals are examined, the more plain it becomes that nobody has any idea how, or even whether, spending levels can be cut; how brand new services can be brought into being with the back-up and know-how to improve quality in the opted-out boroughs (let alone the remainder); and not least, how all this can be achieved in the time allowed and under the pressures of the organizational turmoil involved.

Even if the Government's criticisms of the ILEA's efforts "to tackle the root causes of its educational and financial problems" were held to be valid, Dr Stubbs's analysis points straight to the inadequate, haphazard nature of the proposed remedy.

The inherent flaw is that at the first round it will only be the political interest which determines which boroughs seek to go it alone, and not any of the other factors of size, geography or social coherence, which ought normally to determine the boundaries of a local education authority. The thrust of the document is provided by the Prime Minister's own political will, in response to the gut instincts of local Tory politicians, who want to get ILEA's preceptng and ideological imperatives off their backs.

Of these, Wandsworth and Westminster are of a population size to justify independent status on a par with the outer London boroughs, but Kensington and Chelsea – a merged hybrid with no real heart and precious few schools – would be one of the smallest l.e.a.s in the land with a school population of only around 10,000.

In any case, that is only part of the story. The community charge and the redistribution of the business rate will create an entirely different budgeting framework. Other boroughs may be forced by demographic and financial knock-on effects – though not for educational reasons – to reconsider their position.

So the educational viability of what remains of the ILEA will be uncertain, depending indefinitely on which of a number of possible scenarios is played out. The ILEA rump may not make much sense in the light of most of them. In any event, a high proportion of London children cross borough boundaries to go to school, and special schooling and further, higher and adult education are provided on a London-wide basis. That has always been one of the arguments which previous inquiries have found most convincing and prompted repeated verdicts in favour of a unitary authority.

Dr Stubbs's conclusion is that it would be better to have yet another inquiry into the ILEA's performance, which might well decide to hand power to the boroughs, or groups of boroughs, but which would at least be able to carve up the corpse of the authority on a sound educational basis.

ILEA members accepted his advice (though they also had their own reasons for postponing a break-up decision, as the Conservatives in opposition pointed out), but Mr Kenneth Baker immediately turned it down flat. By today, however, he is due to have all the responses to his consultation paper and they are certainly not likely to be universally approving. The break-up of the ILEA is also expected to get a bumpy passage through the Lords, and after that the opting-out boroughs will have a race against time and obstacles to get any sort of education service in place on cue, let alone a quality model that can convince parents of its ability to raise standards.

At present, most London parents would agree that secondary standards and examination results are far from good enough, in spite of improvements and the well-researched league tables which show the ILEA around the average mark. They would probably endorse the common complaint about the size, remoteness and clumsiness of the bureaucracy.

But it will hardly satisfy these parents or help their children if the authority is broken up into something worse, rather than something better. What is threatened at present may provide greater responsiveness in self-selected areas, but unplannable constraints elsewhere. What a way to run an education service!

Planning blight is already a reality. It is difficult to make sense of the tertiary review without knowing which boroughs will be in or out, although sensible 16-19 reorganization is urgently needed before A level results can be jacked-up. Maybe the ILEA left it too late, and maybe the 11th-hour interest in controversial centres of excellence will be sunk by its timing too.

What is beyond doubt is it - if the ILEA is to go, there are far better alternatives than the Government proposes.

Second opinion

MORE THAN JUST TO FIND A JOB

Last week's report that Sir Rhodes Boyson is to call for the school-leaving age to be lowered to 14, gives us cause to be concerned for the well-being of Mr Baker, the Secretary of State for Education. Voltaire was reputed to have said that he could cope with his enemies but asked for the intercession of a more supernatural being to deal with his friends. I have the feeling that Mr Baker is finding himself in a similar position.

In the halcyon days, when jobs were two-a-penny, our youngsters' attitude was that school was irrelevant and unnecessary. "What does it matter. There are many jobs around and I am sure to get one whether or not I do well at school," was a fairly typical remark.

While the attitude of many females unchanged the reason advanced is different. "What is the point of attending school when at the end of it all I will be jobless!" is a familiar cry. This makes me worry about how youngsters influenced by the policies like Sir Rhodes propound.

Asking for the school-leaving age to be lowered to 14 will confirm the sense of failure of many young people. We need to go back to first principles and look into the rationale for our educational system. Without becoming too philosophical, I suggest that the purpose of education is more than just to find a job.

We are repeatedly being asked to focus on how well our competitors are doing compared to us – especially where education is concerned. "Look at West Germany," we are urged. So I do, and what do I find? A nation in which young people are encouraged to aspire to great heights; to value education, whether or not they are top of the class; to understand that effort is more important than achievement and that the process is at least as important as the aims to which they aspire.

If "school for many 11-year-olds is a five-year sentence", should they be allowed to leave at 14, or should schools looking at their aims and examine closely the curriculum being offered to ensure that there is breadth, balance and relevance; that there is sufficient differentiation to take account of varying needs and talents; and that the curriculum progresses logically in terms of concepts and skills?

We have raised the school-leaving age over the last century from 14 to 15 to 16. As if all the frenetic activity to improve the quality of education is not enough. Sir Rhodes is now on the verge of suggesting that the hands of the clock of history be put back yet again.

If we are to keep pace with our competitors, we have to understand that our greatest resources are the young people in our schools and colleges. Devising strategies to develop and exploit their knowledge, talents and skills will help us march boldly into the 21st century. Lowering the school-leaving age and thereby ignoring what they have to offer, I submit, is one sure way of moving firmly "back to the future".

David Sasson

David Sasson is acting education officer (schools) in Brent, but the views expressed are his own.

COMMENT

BAD TIMES FOR MRS RUMBOLD

Poor Mrs Rumbold. What a bad time she is having. Two weeks ago she sought to convince the Schools Curriculum Development Conference of the failure of the education system by serving up anecdotes about spelling mistakes and typographical errors. Last week it was the primary heads' conference at Coventry (page 10) which enjoyed the benefit of her judicious comments. Her gloss on the national curriculum consultation paper certainly helped to raise the temperature of a group of professionals among whom the Government might have expected to number many friends. A disastrous combination of patronizing condescension and palpable ignorance antagonized most of her audience.

She added yet again to the confusion surrounding the proposals for tests at 7, 11, 14 and 16. It is clear that she does not fully understand the difference between dianostic tests and tests aimed at providing parents with the comparative information on which to erect league tables. Or if she does, she is irredeemably ensnared in the Government's own contradictions. What made her performance at Coventry all the worse was her attempt to speak definitively on matters on which the working group on assessment under Professor Black has yet to report. In her laudable desire to set the anxieties of primary teachers at rest, she appeared to pre-empt many of the decisions which must still remain to be taken – unless Mr Baker's repeated promises that consultation will continue on question of implementation, are already out of date.

Many of Mrs Rumbold's listeners found it difficult to believe that anyone who had actually held down the job of an education committee chairman in an outer London borough, and in the Association of Metropolitan Authorities, could show such a crass lack of sensitivity to the concerns of a professional audience. It is unfair, however, to blame all of this on Mrs Rumbold's lack of perception. Ministers are going to find themselves in an increasingly exposed position when they tangle with professional audiences. They have chosen to impose their views as laymen on matters where there are plenty of practitioners who know better than they do. They are out of their depth, and when they are rash enough to be drawn into question-and-answer sessions with experts – and who are experts on primary education but primary heads? – they flounder and end up shutting their ears and insisting, defiantly that, against all odds, they are still absolutely right.

On testing the primary heads were prepared to show their own hand on implementation and administration. The paragraphs on testing in the curriculum discussion paper, with their deliberate contradictions and non-sequiturs, seem to have resulted from internal stresses within the Government – Mrs Thatcher's desire for tough prescription, and the awareness of Mr Baker (and the DES) of the limitations of such an approach. What has been clear all along is that the teachers would have the last word. Neither Mrs Thatcher nor Mr Baker (nor yet the assembled battalions of their bureaucrats) can take over from the teachers in the classroom. Heads know they can use their collective strength (if they choose to do so) to insist that the more crazy consequences of the testing obsession are avoided.



"That's right, Ken – we'd like to opt in"

THE THATCHER ANALYSIS

"Our most important task in this Parliament is to raise the quality of education. It's in the national interest. And it's in the individual interest of every parent and above all, of every child. We want education to be part of the answer to Britain's problems, not part of the cause."

With these brave words, Mrs Thatcher opened the education section of her "presidential" address to the Conservative party conference, last week. They will be warmly endorsed by all who work in the education service. The Conservatives have pushed this topic to the top of the agenda. This is what the educators have always asked for. They cannot complain now it's getting hot in the kitchen.

But they can complain at the intellectually disreputable way in which Mrs Thatcher continued.

"Children who need to be able to count and multiply are learning anti-racist mathematics – whatever that may be. Children who need to be able to express themselves in clear English are being taught political slogans. Children who need to be taught to respect traditional moral values are being taught that they have an inalienable right to be gay."

It must be conceded that in orations to the Conservative Party conference, as in lapidary inscriptions, nobody is on oath. But it is not unreasonable to expect more rigorous standards of truth from a former Secretary of State for Education.

How many classes are there in session this Friday morning? A quarter of a million or thereabouts? And in just how many does Mrs T seriously believe children are being taught "anti-racist" maths, political slogans and the virtues of homosexuality?

If her policy were really based on nothing more than malicious, sensational, tittle-tattle we really would be in a mess. Do the Prime Minister's advisers have no idea of the irritation – anger – which this kind of twaddle causes among teachers and educational administrators, including the 25–35 per cent of them who are prepared to vote for her Party?

Sooner or later, Mr Baker has to try to win the respect of the educators for the programme his party is pushing through. This is going to be difficult enough without Mrs Thatcher's insults.

NO COMMENT

"Appointments: Dr X . . . has been awarded a year's sabbatical leave from Middlesex Polytechnic to complete a book on multiple personality. However, he will continue in his post as sessional senior clinical psychologist at Princess Alexandra Hospital, Harlow."

From the Bulletin of the British Psychological Society, September 1987

NEWS

Cambridgeshire's local financial management scheme runs into teacher-union opposition

Cutting the cake after a quick head count

by Linda Blackburne

A controversial method of allocating money to secondary schools to control their own budgets is to be introduced in Cambridgeshire, despite the opposition of four teacher unions.

The county has been one of the pioneers of local financial management in this country. But until this week it had not settled on a long-term method of apportioning money to schools.

Up until now, schools have been paid according to the number of pupils on roll, but education department officers devised another method which takes into account the theoretical number of teachers needed by a school.

The second formula has also been supported by the Labour members of the education committee and co-opted teacher members.

But at Tuesday's committee meeting they were outvoted by the Conservative and Alliance groups who favour the pupil numbers formula. It will now be "polished up" and used to distribute cash to the county's 46 secondary schools from next April.

Mr Robert James, one of the chief instigators of Cambridgeshire's pilot scheme – which became a model for the Government proposal to extend LFM to all l.e.a.s – said after the meeting, "superficially the officers' scheme looks as if it is more closely related to educational philosophy but I think it is basically flawed. It is a formula which was originally produced for working out a teacher budget for the county council.

"The pilot schools are raising no questions about the system we favour. But it is obviously difficult for people new to the whole thing and there is a lot of misunderstanding flying around."

Mr Mark Slater, Cambridgeshire spokesman for the National Union of Teachers, said the chosen scheme, which is known as the AWPU formula (Age-Weighted Pupil Units), was being brought in too quickly. He feared schools would receive their budget figures too late for them to do a proper job in April.

"We have been bounced into an inferior scheme purely because it will be slightly easier to implement," said Mr Slater, one of the teacher representatives on the education committee.

The county convener for the Secondary Heads Association, Mr John Heywood, warden of Linton Village College, said "There is not a consensus by any means. But it is fair to say that the majority of members think the other model, the Organization-Based Staffing (OBS) system, offers schools the best opportunity to plan ahead in terms of having a curriculum.

"The pupils' unit method is too crude. It does not take sufficient account of the individual needs of schools and we feel the governors and heads will be given a lump sum and told there is adequate staffing, adequate support staff, adequate capitation and resources for examination fees. 'Get on and solve the problems'," said Mr Heywood, whose views are supported by the Assistant Masters and Mistresses Association and the National Association of Head Teachers.

Mr James, a Conservative, attempted to introduce LFM in 1974 to increase governors' decision-making powers but the idea was shelved until 1980/81 because of computer accountancy problems.

By 1982, six Cambridgeshire secondary schools and one primary had been chosen for an LFM pilot scheme. The aim was to improve the quality of education through delegating power to heads and governors. The scheme gave them responsibility for 75 per cent of the school budget – up to £1½ million each – and covered wages and salaries, capitation, heating, lighting, and lettings income. The local education authority retained control over the remaining 25 per cent, which included pensions, major repairs, buildings, debt charges and school transport. In the past, schools had been used to having some control over only 5 per cent of their budget.

In March 1986, LFM was introduced into all the county's secondaries and in 10 more primaries.

LFM was welcomed by most of the teaching profession as sound but there were many reservations and some teachers feared the system might be abused.

The county's LFM project leader, Mr David Hill, who gave up the headship of Sir Harry Smith Community College to take the job, said LFM had improved the college's third and fourth-year curricula, helped to set up a special needs department and provide an extra £4,000 for books.

Another head involved in the pilot, Mr Peter Downes of Hinchingbrooke Secondary, said repairs were carried out more efficiently. And Mr John Slater, then acting warden at Comberton Village College, said he was able to afford an extra half a teacher and two additional ancillary staff.

Cambridgeshire claimed from the outset that LFM was not meant to be a cost-cutting exercise. But it hoped savings could be made from greater efficiency in the education department in the long term.

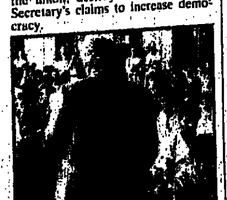
The scheme's external assessor, Mr Tyrrell Burgess, a reader in the philosophy of social institutions at North East London Polytechnic, said heads had become better educational managers because of their management of finance.

But the teaching unions, though welcoming LFM in principle, had grave doubts. Heads were being turned into book-keepers and accountants for which they had had no formal training, they complained.

Former NAHT president Mr Mike Brighouse, Great Heath county primary head, said the scheme had been introduced after years of cutbacks and heads were now bearing the brunt of the shortages rather than the officials.

And Mr Tom Estough, principal of Parkside Community College, complained about the "lamentably low" levels of ancillary staff. "We are being made to run like industries although our resources are laughable in comparison," he said.

The National Union of Teachers feared some power-mad heads might spend valuable money on hare-brained schemes to the detriment of teaching staff. It also feared that inadequate training would lead to governing bodies rubber stamping schemes which only a few active governors and the head had thought through. This, said the union, destroyed the Education Secretary's claims to increase democracy.



Debit side: unions argue that heads are not trained in book-keeping or accountancy



Strain to gain: Pupils at Hall Green School, Birmingham, held a sponsored exercise session to raise money for a turbo chair for the school's physically handicapped children to use.

Union bids for 15.5% 'Houghton' pay award

by Jeremy Sutcliffe

The National Association of Schoolmasters/Union of Women Teachers is demanding pay increases for all teachers of up to 15.5 per cent.

The claim, the first to be submitted by a teachers' union for next year, is based on a rise in line with average earnings for non-manual workers, expected to be 8 per cent, plus a 7.5 per cent increase, as the first step towards a return to pay levels set by the Houghton inquiry in the mid-1970s.

The union is to press for salaries for graduates with two years' teaching experience to be linked to average earnings for non-manual workers, giving a graduate in the third year of teaching £11,470.

Classroom teachers on the top of the main scale should receive salaries of £19,000, bringing them roughly into line with maxima in other professions.

The maximum for teachers with

News Focus – page 16

extra responsibilities should increase to £22,900, raising them to the level of most scientists and engineers, but below senior office managers and personnel officers, says the union.

The claim will now go to the Interim Advisory Body, set up earlier this year by the Education Secretary Mr Kenneth Baker to replace the Burnham pay negotiating committee.

The union will ask the committee to relate teachers' pay to that of other professionals and to take account of improved qualifications, increased responsibilities, greater pressures linked with pupil behaviour, and low morale.

Mr Fred Smithies, the general secretary of the NAS/UWT, said the union was ready to conduct negotiations "across the street". "Teachers' associations may temporarily have lost the right to negotiate for their members, but the NAS/UWT has not lost the right nor the will to fight for its members' interests," he said.

Mr Nigel de Gruchy, deputy general secretary, said that industrial action would not be ruled out if teachers' grievances were not resolved. The union would also be watching carefully to ensure the interim committee did not delay its deliberations, he said.

The union warns that the gains made from the deal imposed by Mr Baker earlier this year, which have brought a 5 per cent improvement over and above rises in average non-manual earnings over the last three years, could quickly be eroded by an imposed settlement.

The other main teachers' unions have yet to draw up their pay claims for next year.

Move to reopen GTC talks

by Bert Lodge

An approach may be made soon to the National Association of Schoolmasters/Union of Women Teachers, asking it to rejoin the negotiations to set up a General Teaching Council.

The gesture would come from the Universities Council for the Education of Teachers, the "overseeing" body for the council, which has been at a standstill since February when the NAS/UWT pulled out.

Two senior members of UCET, Professor Alec Ross of Lancaster University and Mr John Sayer, research fellow at the London Institute of Education, are expected to ask the union to rejoin the 16 teacher organizations and interested bodies.

When negotiations broke off, Mr Nigel de Gruchy, deputy general secretary, said the union was mistrustful of Government attitudes to the public sector, to teachers in particular, and to the role of trade unions. The decision was ratified at the union's annual conference.

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AMMA
LOOKING AFTER YOUR INTERESTS

Four weeks ago Norman Flynn of the London Business School argued that Kenneth Baker's centralist reforms would create a classic machine bureaucracy. Here, David Weir takes issue with that analysis and argues that the Cabinet is in tune with what children, parents and the country need

An entry fee that has to be paid



The driving force in the system will not be time spent but standards attained

Chris Kelly

As Secretary of State for Education who contrives to alienate many middle-class parents, Strathclyde Regional Council, the major teaching unions, and the London Business School cannot be entirely in the wrong. But few would have recognized in the dapper, dinner-jacketed man about the post-Suez, post-Hungary, Oxford of the late 1950s a future radical reformer of the education system. But would they have spotted such qualities either in W E Forster, the Bradford business man, or R A Butler, the minor man of Munich?

Professionals in the education system, not least in the institutions of higher learning, have to come to accept one salient, uncomfortable fact about this Government. However ill-informed, however strongly warned off, it means business and it goes ahead with its agenda.

And some of it is starting to work. In cases of manufacturing industry and the universities at a high initial price, it is true, but with a growing anticipation that the last state may be better than the first. People do in general want the opportunity of buying their own accommodation and having their own stake in the property market, and many do wish to spend long hours building a business for themselves and their families.

Maybe the London Business School, with its captive audience for expensive executive development programmes for the multinational apparatchiks and its finishing school courses in financial manipulation for the Gnomes of Moorgate, does not experience this drive for freedom. But at Glasgow Business School some of our most exciting adventures in management education come from working with individuals who are fed up with acting bit parts in someone else's play carefully drafted by "professionals" and "experts".

They are seeking, in the words of one participant in our New Enterprise Programme, to "get to a position where I can stick two fingers at the rest of society, and say now if I want it I can pay for it, and if I can't pay for it, perhaps I won't want it".

It is not beyond the bounds of possibility that many, perhaps a majority of parents, share this kind of aspiration. That they share a vague, indefinable terror that the whole business of education has got out of their hands. That village schools, the dynamic centres of a local community and viable in any meaningful sense except that understood by educational planners, may be and have been taken away from them. That the education system they thought they were proud to be part of takes decisions about allocation, transport, curriculum, and standards that they do not understand and, moreover, it has produced a generation of graduates who do not have the capability to look after themselves in an increasingly complex and threatening environment.

Maybe they sense that the next generation of children will have to fend for themselves in a way in which the cultural protectionism of the Fifties and Sixties has not provided them with the basic skills to do.

Maybe they have glimpsed one other uncomfortable fact. That this Government does not see it as its job to take parents' decisions for them. Nor does it see it as the job of central government anywhere to pay for those decisions. The Baker philosophy of education is founded in an economics which is far removed from the optimistic *mélange* of Croslandite post-Keynesianism. The economy has not continued to grow steadily and stately. There are downs as well as ups in the trade cycle. The rest of the world sees no part of the market, no sector, no niche, reserved for the gentlemanly langour of the British approach to industrial management.

Compared to our major industrial competitors, the West Germans, the Japanese, the Americans, we as a nation train *fewer* people for a *shorter* period to a *lower* standard of attainment. This is true of both initial formation and mid-career development. There is no facile association between those facts and the history of continuous economic decline relative to those other nations which itself stems back to the 1890s at least: but the two sets of facts are not unconnected.

So the long-term objective is the creation of a more skilled, competent, national labour force. But this aim is to be achieved in ways in which the Government is not at present able to be specific. Is that a wilful dereliction of the duty of the planner? Does nannie at the DES really know the answer but is keeping it from the rest of us out of mischief? Or is this a realistic recognition of the fact that new answers will have to be developed, new initiatives devised, which at present if spelled out would seem grossly improper to the mandarins, but sheer common sense to the parents.

Parent power is a growing force. Through what media should that power be channelled? Dr Malcolm Green, chairman of Strathclyde Region education committee, believes that the Secretary of State "fails to realize that my councillors do not take decisions without an elaborate system of checks, balances and service back-up in operation". But parents in many areas suspect that this very system of checks, balances and service back-up has meant, in practice, delay, inertia, lack of responsiveness, and when push comes to shove, a determination to see that the wishes of parents do not prevail if they conflict with current educational orthodoxy or the class interests of the unions.

That is what local government means in terms of the practical experience of many people, whether in relation to education, transport services, or refuse collection. And parents may no longer be content to delegate decisions about the content and quality of their children's education to the National Union of Teachers or the Educational Institute of Scotland, any more than they are to delegate decisions about council house maintenance to the National Union of Public Employees. They have seen it for some 40 years now and professional servicing and service back-up have been bought at a price that not everybody is content any longer to pay.

Perhaps headteachers *qua* educational managers will deliver the goods: and if not perhaps the disciplines of the marketplace ought to prevail.

So the unions are right to see the Baker strategy as containing a Trojan horse that is an attack on the kind of professionalism which has functioned well under the machine bureaucracies of local and central government. So if it is a machine bureaucracy that is the real enemy, then Norman Flynn and Kenneth Baker have much in common.

National exams, standards and grading exist in other countries' education systems without a centralized machine bureaucracy

Mintzberg has pronounced that "the more professional an organization, the more decentralized its structure . . ." But the more professional an organization in terms of the level of qualification, control of entry, and claim to specialist expertise, the more it has attempted to maintain itself through a centralized regulatory bureaucracy, which has had as its main objective the demarcation of a part of the market. Perhaps Bernard Shaw was closer to the mark when he concluded that professions are "conspiracies against the laity".

It is argued that the national curriculum will require central policing, and that the drive to maintain national minimum standards of attainment must lead inevitably to a normalization of expectation. In much the same way, standard times in manufacturing can lead to planned restriction of output, rather than increased motivation to enhanced performance. Flynn claims "a national curriculum, with national inspection and moderation of marking of the national attainment tests, all imply a very centralized structure . . .

This implies that the Secretary of State is confident that it is possible to specify a curriculum which is appropriate in all circumstances, that the environment is stable, that the objectives are all shared and agreed, and that the task of teaching is a relatively simple and uniform one."

But there is nothing necessary and predictable about this kind of argument at all. National examinations, standards and grading exist in other countries' education systems without this centralized machine bureaucracy. Much of the work is routine and can now be computerized, leaving teaching staff free for precisely those innovatory activities that Flynn and the NUT believe will be ruled out. And Baker's proposals do not presume that only four periods a week will be available for other activities. Eighty per cent of the existing curriculum could be compressed into four days of the teaching week.

There may be more time for innovation and not less. The driving force in the system will not be time spent but standards attained. It could be a system designed to achieve quality by the most efficient methods more quickly and earlier, resulting in a broader, rather than a narrower, curriculum.

The present archaic insistence in England and Wales on sixth-form study for over-specialized A levels is inferior to the Scottish system of highers, which ensures a broad basis for university entrance. It is the Scottish engineers who are more relevant to today's industrial needs, precisely because their school and university education has offered them a broader basis for professional formation. Problems are, however, caused by the insistence of the London-based engineering professional institution on narrowing the curriculum to contain only "real engineering" (a pressure which is readily seen through and resisted by the students themselves).

The Baker reforms may lead to a greater diversity of teaching styles, to improved methods of delivery, to open learning for the classroom, and training technology differentially geared to the requirements of different ability groups. So the Baker reforms are consistent with an educational system which may be truly comprehensive and have national standards of attainment, and still be quite ingenuous as to the means through which those goals are attained.

And there is nothing in the Baker proposal which states that teachers should have no part in the design and production of the national curriculum. But, what is recommended is that so shall other interested, and qualified parties. Why should Flynn conclude that the last paragraph of the national curriculum document in its reference to "the initiatives, effort, and commitment of the education profession" is a mere ritual obeisance?

Of course the Government, and this is its style, has been tricky about its timing. Of course there has not been time for genuine consultation over the summer. And of course they are a mean bunch who have, as yet, no real conception of the high price in money terms we shall have to pay to catch up with the Schmiths. But are these really totally new conceptions to the educational professions? Or is the well-orchestrated chorus of negative feedback merely the knee-jerk of an underpaid occupation, in its trade union mode, rather than the considered response of "autonomous professionals searching for innovation and improvement".

What is really happening here? Let us turn for elucidation to Robert Pirsig's *Zen and the Art of Motor Cycle Maintenance*. "The real university has no specific location. It owns no property, pays no salaries and receives no material dues. The real university is a state of mind. It is that great heritage of rational thought which has been brought down to us through the centuries and which does not exist at any specific locations. It is a state of mind which is regenerated throughout the centuries by a body of people who traditionally carry the title of professor but even that title is not part of the real university. The real university is nothing less than the continuing body of reason itself."

To attain that state of grace, that regenerated heritage of rational thought, requires some entry money. The entry money is the specie of competence, of practical skill, of reason, calculation, and communication. Let us call that the national curriculum. All of us should have access to this. All of us should be broadly competent to communicate each with the other in this and all of us should pay the entry money.

Beyond this is choice and the choice is better made by individuals than by committees. Better by competent cultivators and communicators than by philosophers and ideologues.



Compared to the Japanese, we train fewer people for a shorter period to a lower standard

John Goodwin

David Weir is professor of organizational behaviour and chairman of the Glasgow Business School at Glasgow University.

DIARY

Turkish delight

My mole in the people's union has been telling me of a recent extraordinary scene in the bar of a London hotel, a favourite haunt of the National Union of Teachers' executive.

The executive had gathered to decide, among other things, who should chair the various committees. The holders of these chairs are influential people, and no self-respecting activist with leadership ambitions can afford to be rejected.

Which is why Gordon Green, ex-president of the union, but now without a senior NUT job, was furious when he failed to get a chairmanship.

He appears to have been the victim of a coup by some of the Young Turks within the dominant Broad Left faction. Successful candidates were Pat Hawkes, Jim Ferguson, and Ken Bore.

The surprise defeat for Green, which my mole describes as a "night of the long knives", seems to have been masterminded by George Wiskin, organiser of the Broad Left, supposedly to kick out the old guard.

Such was the ex-president's fury, I am told, that he stormed into the bar at the Bonnington Hotel, where executive members were staying, muttering something about "a giant dragged down by pygmies".

My mole tells me: "He was talking very loudly about how he was brought down by that clip-board socialist, George Wiskin."

An extraordinary, even virtuoso, performance carried on deep into the night, leaving several NUT members quite amused.

Even more entertained, however, were the executive members of the National Association of Head Teachers, staying at the same hotel, who thoroughly enjoyed the floor-show.

Enlightened view

Poor Bernie Grant can't do right for doing wrong. The MP for Tottenham, who's kept on his job as a councillor in Haringey, has considerably softened his views since his elevation to Westminster.

Evidence of this is his recent disavowal of the black sections movement in the Labour Party. But what's really upset his erstwhile chums on the purist Left is his decision to support a package of swingeing cuts to keep Haringey solvent.

Bernie evidently played a crucial role in persuading the council's Labour group not to go on defying the Government's spending curbs. Had they done so, the entire Labour group, including the MP for Tottenham, would have faced disqualification.

Whether you see this as the action of a fast-learning politician and future statesman is up to you.

But Haringey Black Pressure Group on Education takes a harsh line, reserving its ultimate insult for "white racist traitors" who have abandoned their principles and bowed to Thatcherism "under the pretext that they must support a legal budget".

Second opinion

As I suspected, the recent claim by the Assistant Masters and Mistresses Association to be the nation's second biggest union for teachers has been challenged by the National Association of Schoolmasters/Union of Women Teachers.

Barry Gandy, NAS/UWT assistant secretary, points out that the official certification office records for service membership of his union as 123,948, compared with a measly 113,761 for AMMA.

He's now accusing AMMA of "creative calculations". Surely AMMA can't take that lying down?

Acronym



Jeremy Sutcliffe explains why the tide of education reforms is the only thing lapping an exceptional comprehensive on Canvey Island

The sports refinery among the oil tanks

There are two things which concentrate the minds of many a Canvey Islander. One is fear of flooding. The other is fear of being blown up.

Neither of these apocalyptic worries is surprising. A large seawall protects large tracts of the island from the North Sea. Stories of previous floods dominate its history.

The second fear is based on the island's major industry: petrochemicals. The gigantic oil terminal is one of several which join Canvey up with London, 30 miles to the west. Some even say that should a bomb be dropped on Canvey Island it would set off a chain reaction which would annihilate London.

Perhaps this is one reason why sport is particularly important to the islanders. It pays to run fast and swim well when faced with such twin horrors.

But a more serious theory is put forward by Rob Edwards, head of PE at Furtherwick Park comprehensive, which has (under his stewardship) built up a formidable reputation as one of the country's leading sports schools.

Competitiveness, he says, is ingrained deeply in the minds of Canvey's 40,000 residents. The island boasts an unusually high percentage of small businessmen and women, while each day thousands leave to work in the City.

In such an area it would be almost unthinkable to run a sports department on an anti-competition ticket, and Mr Edwards does not. "I am totally and openly competitive. Life is competitive and if you take competition away it will be pretty boring."

"If you work properly the disciplines that come out of competitive sport have a positive side which will be valuable in life. The onus is on teamwork, reliance on each other, not letting each other down. Those things are very important."



Survival skills: on an island prone to flooding it makes sense to take up swimming

One of Furtherwick Park's proudest acquisitions is the English Schools Athletics Association track and field cup currently on display in its trophy cabinet. Sandwiched between Furtherwick Park's engraved entry on the cup for this year, and for 1985 when it also won it, is the name of Millfield School, the independent school with specialist sports facilities.

Furtherwick Park's pre-eminence in a wide range of sports is overwhelmingly due to Rob Edwards, according to the head teacher, John Campbell, who describes him as "an outstanding motivator".

Under Rob Edwards's tutelage the school has seven times been in the last eight of the ESAA cup, which attracts around 500 schools a year, and has won five team titles.

The school boasts the country's leading 12-year-old pole vaulter, and a promising young hurdler. ("I bet you he will be in the top five under-14s hurdlers in the country next year," Rob Edwards says.)

The school's sporting achievements are not only in athletics and team games; sailing, rock climbing and other outdoor sports (it has embraced the new GCSE in outdoor pursuits with a will) all have a strong following.

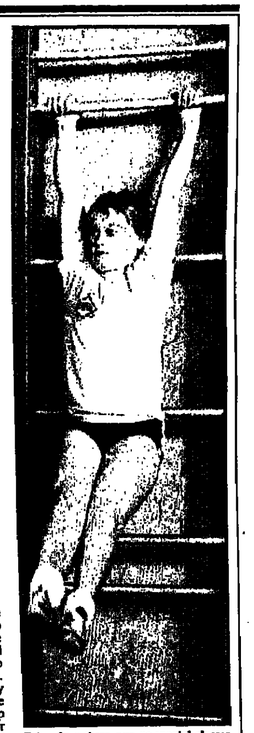
Unsurprisingly, because of its open championing of competition in sport, Furtherwick has a reputation for elitism. The school has been approached recently by un-named, but apparently influential people in the sports world, who have tried to persuade it to opt out of the local authority system – a move that will be possible under the Government's new education plans. They believe the school could add to its success by setting itself up as a "magnet" school specializing in sport.

Yet Furtherwick, despite having some of its brightest potential pupils creamed off by grammar schools in nearby Southend, operates a "sport for all" policy which is as egalitarian as any other comprehensive. All teaching is mixed ability, PE and swimming are taught in mixed sex groups, and children of talent mix with those with little or none during the many out-of-hours training sessions and sports clubs.

John Campbell is proud of what the school has achieved, and believes it could do more as a pure comprehensive, without having to operate alongside local grammar schools. Philosophically, he believes in comprehensive schools, but faced with a Section 15 notice artificially restricting his intake, he recently threatened to opt out of l.e.a. control, rather than be forced to turn children away.

One thing which is likely to deter him is the l.e.a.'s promise to refurbish large parts of the school, which are timber-framed and rotting, in the next few years.

The whole question of resources, he believes, will be crucial in the "who opts out" question which will soon be facing heads. "I would think any head in my position would first of all want to look at what the l.e.a. would provide. The level of provision would probably be what it has always been. On the other hand, if Government came up with a package that offered more for the future we would be fools not at least to look at it."



Fair play: there are no special classes for the budding stars

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(All quoted from Tim Rice's news report, TES, 2 October, 1987)
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NEWS

The impact of the teachers' new contract – which came into effect at the beginning of this term – is beginning to be felt in schools.



Terry William

Heads seem reluctant to direct teachers to take Saturday games

Time-keeping dispute puts Saturday sport in doubt

by Bert Lodge

A disagreement over the way to account for a teacher's working time on a Saturday morning within the new conditions of employment could affect weekend school sports fixtures.

The dispute concerns the requirement that teachers shall be available to work 1,265 hours over 195 days a year. A discrepancy emerged when most heads were seen to be reluctant to direct teachers to take Saturday games because to do so would bite into the hours allocation for the year. The Council of Local Education Authorities then exacerbated the situation by maintaining heads who direct a teacher to work on a Saturday morning should count the time as one of the 195 days.

"Hours don't come into it," Mr Ivor Widdison, principal administrative assistant of CLEA, said this week. "Once a teacher has been directed, even if it's only to take a Saturday morning game, then that counts as one of his obligatory days."

But Mr David Hart, general secretary of the National Association of Head Teachers, challenged CLEA. "Certainly if a head wishes to direct time on a Saturday, and the teacher accepts it, then that is directed time to count against the 1,265 hours. But we don't accept that it counts as a statutory day. Moreover, the NAHT has grave doubts whether a head can require a teacher to work on a Saturday at all."

So far, little evidence has been shown that school sport has been affected by the new conditions of employment, although Mr Peter Baldwin, NAHT council member for Lancashire, said this week that some districts in his area had been affected. "Some teachers are following their union's instructions."

A spokesman for the National Association of Schoolmasters/Union of Women Teachers said he would expect members to request the head to direct them to take Saturday games, or they would have to decline. But he conceded that some might still do it voluntarily.

Mr Jim Robinson, English Schools' Football Association council member for the north-east, said no disruption had been reported in Cleveland and out of 19 competitions running in County Durham only three schools had withdrawn.

Mr Cyril Meek, Devon county PE adviser and a former chairman of the Physical Education Association, said he had discerned no national pattern. But he had heard some heads offering sports teachers as many as 40 hours to be set against the total of 1,265.

Contract hours could discriminate

by Diane Spencer

The National Union of Teachers may carry out an inquiry next term to find out whether the Government's new contract on teaching hours and duties has a discriminatory effect on women.

Mr Graham Clayton, the NUT's solicitor, said the union's advisory committee on equal opportunities has been finding examples of women members who are placed at a disadvantage by the contract.

Part-timers, those returning to work after a career break to have children, and women with dependent relatives are particularly hard hit, now that they can be directed to attend out-of-hours meetings.

The National Association of Schoolmasters/Union of Women Teachers has heard similar complaints. Mr Nigel de Gruchy, deputy general secretary of the union, said the problem was highlighted last week at a meeting of negotiating secretaries. "It was inevitable: we foresaw this when the contract was published," he added.

One London member of the NAS/UWT has already resigned. Mrs Julie Lancelotte, the former union representative at John Roan School in Greenwich, said: "I was, of course, willing to mark and prepare lessons in the evening, but I was not prepared to stay any longer at school to attend meetings. My kids go to bed at six."

Ms Anne Kindleysides, a middle school teacher in Leicester and a member of the NUT's equal opportunities advisory committee, thought that some heads were using the contract inflexibly, which made life difficult for women who had returned to teaching.

She said it was ironic that the contract was working against the national trend: other professions and industry were encouraging women back to jobs by offering flexible hours and improved child-care facilities.

The National Association of Head Teachers, in marked contrast, has had only one query from a head with one staff member who had difficulties with child-minding.

Filling timesheets lacks professionalism – PAT

by Jeremy Sutcliffe

The non-striking Professional Association of Teachers is taking industrial action – but all in the name of "moderation and professionalism".

The union's deputy general secretary, Dr David Jones, has sent letters to its members in Birmingham urging them to refuse to fill in timesheets that are being distributed by the local education authority.

The l.e.a. has taken the step in response to the new teachers' contract, which requires teachers to work a minimum 1,265 hours a year. Both the National Union of Teachers and National Association of Schoolmasters/Union of Women Teachers have already issued timesheets to their members, as part of their work-to-rule campaign.

Birmingham's move has been welcomed by local NAS/UWT leaders, who say the l.e.a. is asking teachers to do no more than they were already doing is filling their own union's timesheets.

But PAT has dug in its heels. "We must express our view moderately and professionally, but our stance is that we do not accept that teachers must fill in timesheets," said Dr Jones.

The union insists the 1,265 hours is a legal maximum, but a professional minimum requirement.

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Baker goes ahead on vocational exam move

by Sue Surkes

The Education Secretary took steps this week to further centralize control of the curriculum by asking the Secondary Examinations Council to approve all vocationally-oriented public exam courses offered to 14 to 16-year-olds against national criteria.

Some of the criteria may have to be revised as soon as they are introduced because they were drawn up before the Government announced its national curriculum proposals.

But Mr Kenneth Baker this week overrode SEC advice to consider further the criteria for approving what are to be called integrated (or multi-subject) courses in the light of the national curriculum plans.

In a letter to Sir Wilfred Cockcroft, chairman and chief executive of the SEC, the Education Secretary said it would be some time before attainment targets and programmes of study for all the foundation subjects were in place, although it was intended that those for maths and science would be introduced in 1989.

"The Government therefore believes that the criteria as drafted provide a valuable, albeit interim, standard against which the SEC can approve and monitor integrated courses offered in schools from September 1988.

"We would like you to proceed on this basis and, in due course, will look to your council – or its successor body – to offer advice about the more permanent form that these criteria should take."

The interim arrangements, which will apply to all courses, not only new ones, available from next September, are not enforceable by law.

They arise from the recommendations of a working party announced in the Government White Paper, *Better Schools*, and chaired by Mr Stuart Johnson, director of education for Leeds. The City and Guilds of London Institute, the Business and Technician Education Council and the Royal Society of Arts were represented.

The SEC based its advice to Mr Baker on the working party report, completed in June 1986, taking into account the consultation that followed. But Mr Baker's reluctance to hang fire this week will be seen in some quarters as a bid to pre-empt the proposal in the national curriculum consultative document to put the approval of syllabuses for GCSE and other exams offered during compulsory schooling onto a statutory basis.

The SEC, which is already in charge of approving GCSE syllabuses for this age group, now faces the task of approving all single-subject courses against existing GCSE criteria and all integrated courses against new criteria. Integrated courses will also have to take account of GCSE subject criteria in English, maths and science.

Mr Keith Weller, principal professional officer for the SEC, did not expect courses offered this year to change radically next year as a result of the approval process. The relevant boards were involved in the development of the criteria and commented on the draft Johnson report, he said.

EOC wins grammar test case

The Equal Opportunities Commission won a test case in the High Court this week when the judge declared that Birmingham City Council had unlawfully discriminated against girls by providing nearly twice as many grammar school places for boys. This was the first time the Commission had applied for a judicial review.

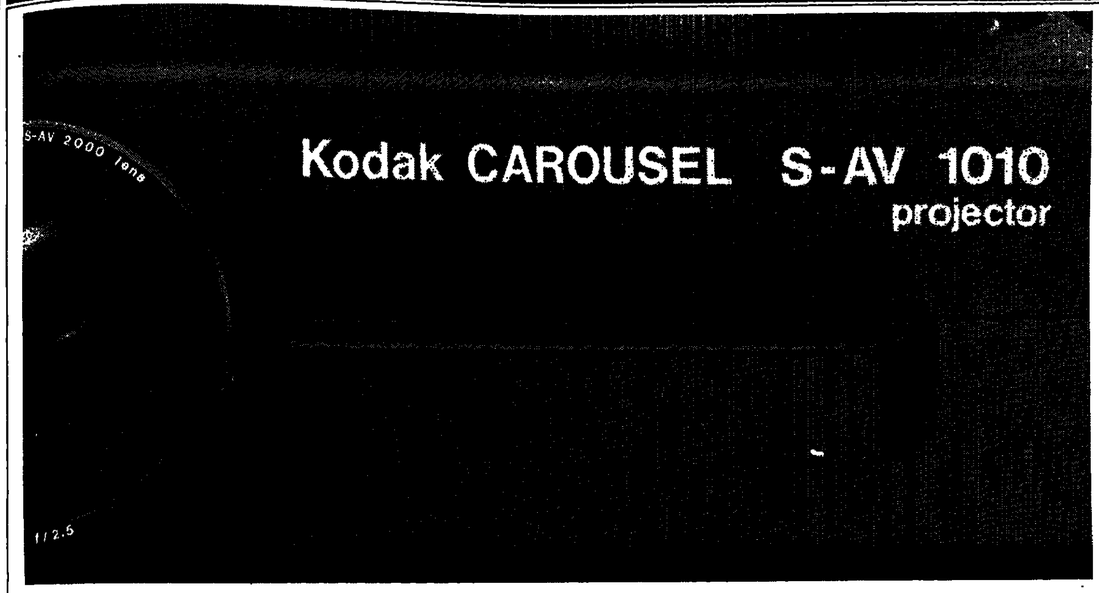
Mr David Pannick, for the Commission, argued in the two-day hearing last week that a girl had much less chance of getting a grammar school place than a boy, as the council provided 390 places for boys and 210 for girls in the six voluntary aided grammar schools. The council was therefore acting unlawfully under the 1975 Sex Discrimination Act.

In his judgment, Mr Justice McCollough dismissed the defence's arguments that the council did not intend to discriminate and that there was no evidence to show that girls were treated less favourably because they had to go to comprehensive schools instead of the grammar schools.

The judge ruled out the option of recommending that the EOC should complain to the Education Secretary under section 99 of the 1944 Education Act.

In granting the declaration, Mr Justice McCullough said the council should be urged to redress the imbalance as speedily as possible.

Birmingham city council will decide within the next two weeks whether to lodge an appeal against the decision.



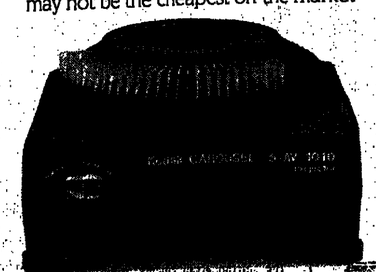
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Active support: Susan Hampshire with dyslexic children at the start of the BDA's fund-raising campaign

Bus drives home needs of dyslexic children

Life for Anne Micklethwaite has undergone a dramatic transformation. For the first time she can read the poetry she composes in her spare time.

There is nothing wrong with her sight. But she suffers from dyslexia and has had literacy problems since she was a child.

Anne always had to dictate her poems to a neighbour and to ask others to read them. It was not until she was in her thirties that she realized she was dyslexic. For the past two years she has been taking twice-weekly lessons. Now she can read and write, albeit not easily.

Anne, a Sheffield artist who is now 40, told her story on board the Dyslexia Institute bus which visited London earlier this week after a country-wide tour for the start of Dyslexia Week.

She recalled her time at school, most of which was spent at the back of the classroom colouring drawings or looking at pictures. "I sometimes felt so isolated and lonely. I just had no contact, it seemed."

She left school unable to read or write properly and with no maths or history. She could not even understand a map. "It was one long hard battle to survive in a world that takes reading and writing for granted."

Dyslexia, otherwise known as specific learning difficulties, manifests itself in various ways, from difficulties with reading, writing, spelling and arithmetic to problems with memory and physical direction.

The British Dyslexia Association estimates that up to 10 per cent of schoolage children suffer from it, 130,000 of them severely. Yet only 10,000 actually get special help.

Ms Ann Taylor, MP for Dewsbury and chair of the Labour Party's backbench committee on education, told those on the bus that Anne's story was being repeated in too many schools today. People had to become more aware of dyslexics' difficulties, she said. Too many, including some teachers, still refused to believe the affliction existed.

Ms Taylor said the progress that had been made was threatened by expenditure cuts and moves towards a more competitive education system. Yet demands on resources would increase if teachers became better at identifying dyslexic youngsters.

Mr John Friel, barrister and expert on the 1981 Education Act, said some l.e.a.s were delaying the statementing process because of the cost.

The 1981 Act discriminated against some parents, he added. It created an "unfair privilege" by giving the parents of statemented children the right of appeal both to an independent committee and to the Secretary of State. But it deprived those whose children had been deemed ineligible for a statement of a right of appeal to the former.

Furthermore, if parents accepted an l.e.a.'s view that their child did not need a statement – and the majority were unable to obtain statements – they had no recourse if the provision made turned out to be inadequate. Nor was the authority obliged to review such a situation.

Mr Alan Giles, senior special needs adviser for Avon, added a brighter note by describing his authority's attempts to help dyslexic children. Speaking personally, he said that any shortfalls in Avon's provision would be due to economic factors rather than policy or philosophy. There was no shortage of goodwill or intent.

Dyslexia Week forms part of a special month of activities which has seen the launch of a £1.5 million fund-raising campaign by the British Dyslexia Association. The money raised will be used for training teachers, counselling parents, supporting sufferers and their families, and expanding the BDA's information service.

Sue Surkes

Cascades pour extra work on fatigued staff

Sue Surkes reports from the annual conference of the Joint Matriculation Board in Manchester

Educationists are suffering from "innovation fatigue" and want a period of respite to take stock, Professor Tony Heathcote, chairman of the Joint Matriculation Board, told the board's annual conference last weekend.

"Even as we sit here, you may be assured that the Secretary of State is sitting in his office somewhere devising another reform on the back of an envelope which he will doubtless pass down to the DES who will pass it down to the examining boards and so into the schools. A cascade model, I think it's called."

During the conference plenary session, panellists were asked which innovations they would scrap to reduce stress on educationists.

Mr Raymond Elmer and Dr Ros Bradbury of the board and the JMB Examinations Council said they would postpone the introduction of A/S levels because of the work that still had to be done on GCSE.

Mr Colin Vickerman, the JMB's secretary, said he would put the Government's proposals for assessment and testing into cold storage. Ms Kathleen Tattersall, joint secretary of the Northern Examining Association exams committee, chose the proposed national curriculum, while Professor Heathcote, with a twinkle in his eye, opted for the Education Secretary himself.

Professor Heathcote used his chairman's address to outline radical plans for the JMB and the four CSE boards to merge into a single body responsible for administering 16 to 19 exams in the north.

But he said agreement was proving difficult. "Mr Steel's difficulties in bringing the SDP and the Liberals into oneness I sometimes feel pale into insignificance by comparison with the task which is before us."

The new structure, which might be called the Northern Examining Authority, will replace and extend upon the Northern Examining Association which has seen the JMB and CSE boards joining forces for the GCSE.

Based on the principle of equal partnership, it will take responsibility for GCSE, A/S levels, A levels and, in partnership with the local education authorities in the North, records of achievement.

The original plan was to issue a statement of intent by the end of this year, Professor Heathcote later said. But a delay was expected.

The main sticking point was where power would lie. The JMB was afraid that the l.e.a.s and teachers would have too much say while the CSE side was suspicious of the universities taking over, he said.

Pupils feel the strain too

Some fifth-year pupils are finding it difficult to meet deadlines for GCSE coursework, Mr Graham Locke, head of Audenshaw High School in Manchester, told the conference.

"If the schools fail to recognize the problem, then the pressures on some students will become intolerable."

Mr Locke, a member of the board and the JMB Examinations Council, said subject departments would have to attempt to spread the burden over time and keep parents informed of important deadlines and the tasks their children had to complete.

But what of the youngsters who had a poor attendance record, health problems or emotional and domestic crises? "Despite the best intentions, it is difficult to know how an appeals procedure can make adequate compensation for a pupil's personal crisis which happened in, say, the previous October."

Mr Locke, who emphasized the commitment of individual teachers to the GCSE, said staff were finding out the need to prepare pupils and cope with coursework had implications for work lower down the school. Younger pupils were having to be trained to take more responsibility for their learning. Even so there were fears that some pupils who were difficult to motivate might still have insufficient work to offer for assessment.

Apart from the marking of coursework itself, monitoring and training had tremendous time implications. "I certainly see teachers of English spending 10 to 25 hours marking the week's work for fourth and fifth-year classes and having to mark with constant reference to the criteria of the syllabus and the standard as agreed at trial marking sessions."

Tory poll win saves Tiffin grammars

by Tim Rice

A Conservative victory in a Kingston council by-election has put an end to Liberal plans to introduce a borough-wide comprehensive system.

Education had become the central election issue as the Liberals, holding a majority of one with the support of four Labour councillors, had almost completed their proposals to turn secondary schools into community colleges and reorganize sixth forms. The plan would have meant phasing out the two existing grammar schools – Tiffin Boys' and Girls' schools.

Now the proposals will be rescinded within a month. Mr Frank Hartfree, the Conservative leader, said: "We are very relieved indeed. The overwhelming majority of people want the 11 to 18 system retained."

Kingston, a traditional Conservative area, was won by the Liberals in 1986. Their success was partly due to an unpopular decision to close the area's only mixed secondary school because of falling rolls. Now a high turn-out has given the Conservatives a majority of two – a 16 per cent swing in their favour.

The Alliance leader, Mr Steve Harris, attributed the result to his party's poor performance in national opinion polls. "We are heartbroken," he said. "By October 26 we would have finalized the proposals."

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DES sends out buildings alert

The Government has launched an urgent investigation into claims that timber-framed school buildings, put up during the baby boom of the 1950s, are in danger of collapsing.

The alert follows reports of problems at 11 schools in Sheffield where staff have found rotten wood in wall supports and beams. Although no children have been hurt, steel props have had to be used to shore-up classrooms.

The Department of Education and Science is warning all local education authorities in England of the problems and asking them to check schools of a similar construction and report back.

A spokesman said there were 170 schools which could be affected throughout England. Birmingham had 23, Derbyshire 25 and there were several in Essex, Lancashire, Nottinghamshire and Warwickshire. Others were "dotted about all over the country", the spokesman added.

A Derbyshire County Council official said that none of its schools had the problems discovered in Sheffield.

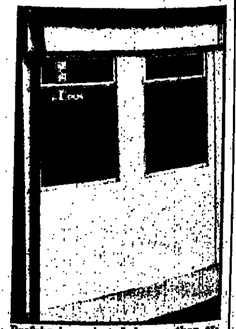
In Birmingham, a spokesman said that each of the city's 22 timber-frame schools were undergoing a full structural survey. "But we feel it is highly unlikely that any of our schools are in the same state as Sheffield's because our building experts inspect them regularly to ensure they meet health and safety standards."

A Sheffield City Council spokesman said: "All our schools are now quite safe. There is no suggestion that they are now going to fall down."

He said that steel props had made the buildings secure although it could cost up to £6 million to provide a permanent solution to the problems of the "Derwent System" buildings.

The buildings were originally said to have a life expectancy of only 10 years – but experts said this did not imply that all such stock must be demolished after that period.

"Life expectancy" generally refers only to the period during which a builder is willing to warrant the building, the Housebuilders' Federation explained.



Prefabs have lasted longer than expected but some 1950s' timber-framed buildings are now suspect

Lorraine Dempster reports on a school with foreboding about the introduction of a national curriculum

Why the 'chalk and talk' methods had to stop

Teachers in a mining village in South Yorkshire feel that the comprehensive dream could well come true at their school – if only the new Education Bill would leave their alternative curriculum alone.

Of the 153 pupils who left Royston comprehensive, near Barnsley, last summer, only 11 found work despite exam results that were above average for the Barnsley district and compared favourably with the national average.

Mr Barry Hilditch, the headteacher, believes that increasing both educational opportunities for all and motivation, in a district which has 19 per cent unemployment, requires him to take liberties with the curriculum. Academic achievement has improved each year of his five-year headship.

"This community has been kicked, and teaching is not successful until we give the children back a modicum of self-esteem," Mr Hilditch said. "We serve an identifiable community in this village. The sort of children we have in Royston usually don't have much self-confidence and their parents are pessimistic about the future.

"The children's communication skills are generally not well-developed. We felt that if we could help in areas like this, we would be helping them for life. We want them to have the same self-confidence that teachers assume in pupils in the south of England."

Lessons are cross-subject. History, geography, and religious studies are tied together under the humanities label in non-examination years, for example.

Fourth and fifth-year pupils devote one day a week to personal and social skills lessons, taking eight rather than nine GCSEs as a result. The school is moving away from traditional "chalk and talk" teaching methods to a system which tries to relate to pupils individual needs.

"Our decision to reduce GCSEs from nine to eight was made after we were sure that this would not close any more avenues to pupils," he said. "We are not in the business of totting up subject numbers for the sake of it. There is no evidence to support theories that the academically bright underachieve here. We have worked hard to find ways of encouraging the 40 per cent who find GCSEs too hard."

In this school where 25 per cent of children qualify for free lunches, changes in the school week are debated with a fanaticism which would put in the shade the educationists responding to the national curriculum consultation document. The decision to use one day a week in alternative studies followed a two-and-a-half-hour meeting between teachers, governors and parents. Previously, only half-days were used in this way, but the results of the previous summer suggested the head's scheme for getting the best out of pupils was getting results.

Last summer, more than 55 per cent of pupils leaving the fifth form obtained one or more O levels, and 21 per cent passed in five or more subjects. Latest statistics for Barnsley as a whole (for 1985) were 23.5 and 15.6 respectively.

Radical reformation of the curriculum began five years ago when the newly-appointed headteacher recognized that he had taken control of a school with high truancy and a poor record in exam results.

He identified gaps and repetitions arising from the strict subject demarcation. Girls studying home economics CSE, human biology CSE, and a linking child-care course at the local tech were instructed in sex education three times. On the other hand, only boys studying CSE biology gained any instruction in it at all.

Not all of Mr Hilditch's radical changes – for example, mixed-ability teaching – have been enthusiastically received. Out of the original staff of 46, only 11 remain among the present teaching staff.

Down the corridor from his office, a new intake of first-year pupils that morning were taking part in their first humanities lesson. They were asked by Mr Brian O'Connor, the geography teacher, to list their fears in starting at a new school. The list, in almost unanimous order, was: bullying, having to make new friends, homework and getting on with teachers.

Meanwhile, a group of fourth-year pupils was visiting a sewing machine factory and a bakery for material to make a video about places of work. They treated the teacher as if he were a youth leader; their attitude was boisterous but curiously non-belligerent.

Fifth-years spend their extra-curricular day work-shadowing. The Royston scheme is unusual in that pupils have to set up their own assignments, with a list of local firms willing to help. "We want these young people to feel they are in charge of their own lives," said Mr David Klemm, the deputy head. "We usually act out the first phone call a few times before it happens."

One of the successes of the scheme was a project to improve the local chemist's computer labelling on drug bottles.

"The computing department worked out a new program. The project was doubly useful in that it taught people about the dangers of drugs," said Mr Klemm.

The head believes that his school succeeds as much as it does because it rejects rigid prescriptions for subject teaching. "We fight a special battle to inspire self-confidence and capture enthusiasm. We will have to bow to a subject-based curriculum, of course," he said sadly. "The irony of all this is that the Department of Employment and Manpower Services Commission clearly prefer cross-subject initiatives.

"I await the new curriculum with some curiosity. It is quite inconceivable in a secondary school like ours that every pupil can learn a foreign language. Certainly not for 10 per cent of the time. We have a child in the fifth form who has only recognized the alphabet for two years."



Lines of communication: pupils take part in a personal and social skills lesson

Josh Russell



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The National Association of Head Teachers held its first national primary conference in Coventry last weekend. Almost 150 heads and deputies gathered to discuss the Commons Select Committee Report on primary education (thumbs up) and the Great Education Reform Bill (thumbs down). A speech from Angela Rumbold, (left) Minister of State for Education, galvanized members to rally to the call of Michael Pipes, (right) their president, for non-cooperation if Mr Baker insists on no concessions.



Pipes takes line of passive resistance

The massive upheaval which Government ministers are proposing to force on British schools will meet with "passive resistance" from primary head-teachers unless some concessions are made, said Mr Michael Pipes, president of the National Association of Head Teachers, in a defiant speech to members.

Catching the angry mood of heads and sensing their outrage that Mrs Angela Rumbold had accused them of being "frightened", Mr Pipes said his 29,000 members were in a position to "negotiate".

"That is what I am suggesting we do . . . Perhaps the time has come to state our terms and to name our price."

No one should doubt the conviction of the Government, he said, which was backed by a "clear mandate"; nor should they be surprised at the outcome of a political philosophy which aimed to privatize all public services.

It was a philosophy which, at root, wanted to see educational vouchers in the hands of every parent and a system of schools "that, as far as possible, are private and competing".

The NAHT was a non-political organization, but if members were out of tune with Government philosophy and held strong beliefs of their own about education and its ultimate purposes, they must "engage in strenuous debate – never discourteously – but saying very firmly indeed what you believe".

Mr Pipes knew that heads favoured some sort of change and development. "But without the will and the heart of the deputies and heads of this country, change cannot be secured."

Later, Mr Pipes told *The TES* that the Government would be "foolhardy" not to recognize the key role of NAHT members in realizing the consultative proposals.

"We are bold enough to say there are aspects which need talking about. If they don't respect our feelings, they have got to be prepared for fairly tough times."

Hitherto, heads had been the final arbiters of the curriculum and management of schools and they intended to "hold to that". Some l.e.a.s had "made life very difficult", but "as far as we are concerned we've held on to the internal management as a professional responsibility and we are going to keep it there."

If the Government refused to negotiate, it would run the risk of heads standing "obstinately" against the changes; politely but firmly they would operate a policy of non-cooperation, of "passive resistance" which would prevent the momentum of change from inking off.

"It's not strikes, it's not industrial action, it's passive resistance. They will have to professionally slaughter us in our thousands."

The NAHT was due to meet officials at the DES this week, and Mr Pipes said they would begin to clarify their position. He believed members could accept a national curriculum, provided it was not "highly prescriptive", and local financial management, so long as there was training and support.

But on the other three so-called reforms – testing, open enrolment, and grant maintained status for schools – there were fundamental differences. Ministers were "woefully out of touch" if they believed the system of testing as proposed would raise standards. "We are going to find it very difficult to accept opting-out schools competing with l.e.a. schools for customers. And we are going to take grave exception to the hundreds of millions of pounds that are going to have to be forfeited to make free parental choice a reality."

Headteachers, he said, had come through two years of teachers' industrial action not unscathed, but Mr Kenneth Baker, the Education Secretary, was mistaken if he thought that experience had rendered them weak and willing to be trampled by Whitehall.

"When it comes to the children suffering, that's when we scream blue murder. It's as if we say: 'Do anything you like to me but do anything to my kids and I'll never forgive you'."

Mr Pipes, whose wife is head of a nursery school, and who is head of City of Portsmouth Boys School, used a sea-faring analogy to end: "If they don't listen, my colleagues and I will raise the telescope and view Whitehall's propositions through a blind eye. There is a distinct possibility of that."

Edited by Sarah Bayliss

Test result aggregation leads to heads' aggravation

Parents of 7 and 11-year-olds who sit the proposed national tests for mathematics, science, English and the foundation subjects will be able to compare their children's results with the averages for the class, the school, the local authority and the nation, according to Mrs Angela Rumbold, Minister of State for Education.

Giving the first details of how politicians intend their system to work, Mrs Rumbold said results would be "aggregated together for the individual schools, and for the l.e.a. as a whole, so that parents and the wider community can get some idea of what is happening, and can make comparisons".

"The results of all l.e.a.s will also be aggregated so that central government will be able to know how the nation is doing," she said.

Mrs Rumbold's heavily descriptive speech appeared to pre-empt the advice of experts on assessment and testing that the Government appointed to a special task group. She said the comparison of results or league tables would not "tell the whole story". The Department of Education and Science was already considering how the information from tests could be "related to the performance of individual schools, given their different intakes".

To hoots of derision from her audience of 150 primary heads, the Minister went on: "I do not believe that parents will make naïve judgements on the basis of league tables. Parents will recognize, as we all do, that a school's past performance is not an infallible guide to the future . . . They will be looking at what a school can contribute to their children to help them make something of themselves."

Over the years, the results would build a clear picture of the performance of individual schools and l.e.a.s. "I suspect that many people will be surprised to see the kind of results achieved by schools whose intake some might have judged as distinctly unpromising. Just as we must stop having low expectations of pupils, we must also stop having low expectations of schools."

Early on, the audience response was heated when, from the heads' point of view, Mrs Rumbold patronized both their professionalism and parents' level of understanding.

Attainment targets in the foundation subjects – as well as the core of maths, English and science – would lead in future, she said, to less criticism of topic work and that some classwork "consists of amorphous discussion and idle play".

Subject labels were being used to describe the curriculum because they were understood by people outside education. "Parents need to have things described to them in simple, clear language," she said to cries of "Shame!"

Mrs Rumbold conceded that standards had been rising in primary education, "but we cannot rest on our laurels. They need to rise further – much further". To ensure that this was happening, the Government must have "proof" in the form of regular national tests.

Recent evidence from HM Inspectorate had shown the majority of schools used tests at present, but only a minority had an assessment programme which was used to diagnose need and to plan future work and staff training.

'Just as we must stop having low expectations of pupils, we must also stop having low expectations of schools'

"The great majority of schools simply give tests as a matter of routine but little action follows. They tend to lie merely as scores in pupils' records. This is not what we envisage in the arrangements for assessment we are proposing."

The purposes of primary school tests for children at 7 and 11 were to check on progress, to diagnose problems as soon as possible and to make sure that action was taken. "I said diagnose and I meant it."

The system would depend heavily on class teachers and the national tests would be administered by them as part of a "class-based assessment". Class teachers would also be "responsible for following up the results".

Mrs Rumbold claimed that testing and assessment would not be of a pass/fail nature. Advice would be taken from the task group but it was envisaged that "targets would be fairly broad" and could be divided into different levels of attainment.

For example, she said, children might be asked to predict something on the basis of what had happened before in certain circumstances. High attaining pupils would be able to generalize about what was likely to happen; others would pick out some points but not make all connections; the less able would "not relate their predictions to what may happen at all".

During questions, by which time the audience had grown openly critical and angry, headteachers argued there was a direct contradiction between tests' results used for diagnostic purposes and results from which league tables could be constructed.

One head was supported with loud applause when he said it was "disgraceful" of the Minister to imply that teachers did not take action on diagnostic test results at present; if no action was taken the reason was usually a shortage of resources.

Mrs Rumbold was also reprimanded that action was taken and said she believed that local financial management would "go a long way" to giving heads the resources they needed.

Mrs Rumbold also stressed the need for diagnosis of children whom teachers – she implied – might have prejudged. It was patronizing to underestimate children because of their disadvantaged homes and it concerned her greatly that too much allowance was made for background. "People who have not got the most wonderful middle-class backgrounds can climb up the ladder provided teachers and schools allow them the opportunities and don't decide their fate before they start."

Mrs Rumbold went even further, saying: "I know that what I'm saying is true" – to which the heads replied in unison: "So do we!"

On the place of science in the primary core curriculum, Mrs Rumbold went into some detail. There had been great strides in the subject in recent years and, to help primary schools do "even better", the Government would continue to make science a priority for education support grants and for l.e.a. training grant schemes.

She did not expect subjects to be taught in separate lessons to a timetable – "Any more than we should expect the inculcation of social and moral values to be timetabled, although we expect that to happen and know that it will."

Nor would the allocation of time for subjects be laid down in the new legislation. The subject groups, which would be drawing up attainment targets and programmes of study, would give rough guidance about how much time was necessary "to ensure that pupils meet the attainment targets".

And there would be time for other "areas of learning" not prescribed in the national curriculum; the working groups were being asked to look at their subjects "in relation to the curriculum as a whole".

The Government's proposal for financial delegation to schools was cited as another example of the "openness" which it wanted to see. Heads would be given greater scope for leadership but, asked Mrs Rumbold, "Surely heads are already managers?"

Open enrolment, she said, would give as many parents as possible the school of their choice. Schools should admit pupils to the "genuine limits" of their existing capacity but, even so, the most popular schools would have to turn parents away. In these cases, local authorities and governors would need to set, and apply, admission limits. (This represented a change in Mrs Rumbold's view expressed on television two weeks earlier that governing bodies would be the "final judge" on admission limits.)

Answering a question about the likelihood of voluntary schools opting for grant maintained status, Mrs Rumbold told a head: "I suspect that when you've got the national curriculum, open enrolment and local financial management, you'll find yourself very secure in the l.e.a. system and not very concerned to have grant maintained status."

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Sports Council acts as host

The Sports Council has formally agreed to act as the host body for children's play, six months after the collapse of Playboard, the quango set up in 1983 as an inner city initiative.

Playboard's staff voted in June to go into voluntary liquidation rather than be taken over by the Sports Council in a move inspired by the Department of the Environment.

A Sports Council working party has held discussions with more than 30 organizations linked with children's play and has consulted widely on a formula for a new central support unit and management committee.

Local authority associations and voluntary organizations will be among those represented over an interim period of four years.

This week, Ms Maggie Smith, a former national officer of Gingerbread, and an ex-member of Playboard's advisory committee, said she welcomed Sports Council efforts to keep in touch with the voluntary sector and believed the plans are quite good for the future of children's play.

Primary Index

Parent teachers	22
Disintegrated day	24
Testing standards	24
Shirley Hughes on aesthetics	27
Playground art	33

Julia Hagedorn reports on the state of British nursery centres from the annual conference of their national association held last weekend

Exciting success but not without headaches

Nursery centres are vibrant and exciting places to be in, according to the preliminary findings of research carried out over the past year. But they do suffer from staffing and administration problems because of their joint funding by the Departments of Education and Science and Health and Social Security.

This leads to disparity in staff pay, holidays and working hours, Ms Liz Murphy, who carried out the research into 20 centres, said. It also causes problems about which children get priority for a place.

Ms Murphy praised the centres for the way their flexible hours are increasingly providing for the needs of the whole family. However, she added that it is still not unusual to find centres where the nursery school and day nursery operate as separate entities within the same building.

Ms Murphy is the new chair of the National Association for Nursery Centres which held its annual conference in Birmingham last weekend. There are now around 40 centres in Britain and the NANC was formed to campaign on behalf of both nursery teachers and nursery nurses working in the centres.

The association has grown rapidly since the early centre heads met informally in 1975 to discuss the problems of working in combined centres. At Birmingham, more than 100 participants chose from workshops on special needs, the emotional needs of the under-3s, bilingualism and multi-ethnic resources, or how a Well Woman's clinic works.

Ms Murphy feels that if nursery schools could operate an extended hours system, many problems would be ironed out. One of the first centres to be set up, the Dorothy Gardner Centre in Westminster, exemplifies some of the difficulties. It has three levels of staff: teachers, nursery nurses and nursery officers. The latter, who work alongside nursery school teachers, are at the bottom of the pay scale. Although they have the same qualifications and work the same hours as the nursery nurses in the day centre, they earn up to £3,000-a-year less.

The new rates of pay have further complicated matters. A teacher on the basic scale can now earn more than the head of a centre who is on a different scale. Ms Kathy Slinn, head of the nursery school, dreads to think what will happen if Westminster carries out its plan to opt out of the ILEA.

Ms Ethel Roberts, head of the centre, said that it was becoming more and more difficult to operate under such conditions. Too much depended on staff goodwill at a time when they felt insecure and reacted by being unwilling to take responsibility or make decisions. "You can no longer depend on goodwill," she said. "The stresses of the cuts and the pressures of accountability are putting too great a strain on working together."

Mrs Cynthia James, nursery/infant adviser for the London borough of Haringey, reminded the conference that one of the major tasks of early education is to help the child shape his or her personality. Children learn what they are like through the relationships they make and by the way adults speak to them. The inflection in a voice, the constant praising of one child, ignoring of another or scolding of a third is an important part of the self-portrait children build up.

A child's name, she pointed out, was an essential part of his or her identity. It was horrendous to find children from minority ethnic groups being given Westernized names because the school could not pronounce the original one.

She also wondered why teachers make four-year-olds line up. Or why they are made to wait until playtime to go to the lavatory "because that is when we go". Or why all children are expected to eat their lunch at the same speed so that the hall can be cleared for the second sitting. This, she said, can leave four-year-olds still eating their first course. "We say all children are individuals," she said. "But we treat them as a group."

She also reminded the audience that while a child might seem to cope during the day with starting school, or a change of group, or a new nursery nurse, teachers are often unaware of what happens to the same child at night. Parents often have to deal with extreme disturbances: bed-wetting, bad dreams, fears and insecurity.

'We say all children are individuals, but treat them as a group'

In the workshop on multi-ethnic resources, delegates gave examples of the racism that still exists in nursery schools. One all-white nursery class had multiracial books and a black doll, but the teacher never read from the books and the children never played with or dressed the doll.

Mrs Jessie Gupta told the workshop of a visit by inner-city Birmingham schoolchildren to a white school in Sutton Coldfield. When the Birmingham children had left, the staff of the host school "scrubbed" the plates and mugs the black children had used.

Guidelines shown to the workshop from Birmingham social services advised teachers never to side-step the colour issue. Racist incidents must be dealt with firmly and parents brought into the discussion. Black children must be helped to realize that a negative response to them did not stem from their own shortcomings but from a racist society.

Elinor Goldschmied, who helps train day centre staff in three London boroughs, showed how the right resources can keep babies as young as six months fully occupied.

She uses 173 objects (not toys) carefully chosen to appeal to the five senses and kept in what she calls a "treasure basket". The conference was shown four six to eight-month-old babies who played for more than an hour with the objects without any adult direction.

She also had material for one to two-year-olds. These "tools for learning" kept eight toddlers at Hoxton Nursery in Hackney playing without conflict for 45 minutes.

Commercial toys, she said, do not lead a child anywhere. Having infants in groups was a recent phenomenon but her work showed that, given the right material, even very small children do play together.

All too often centres were so organized that the routine worked like an assembly line. "I would like to see a bit less adrenalin flowing. Staff are on an eight-hour day and they try and carry on without stopping. No wonder there is such a high drop-out rate," she said.



Gritty problems: Liz Murphy has uncovered nursery centre difficulties as well as achievements



Nursery trips: early education should help children shape their personalities

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Sarah Hannant

United worship: pupils at St Woolos junior school in Newport, Gwent, visited their local mosque last week. They have been learning about Muslim customs with the help of a local religious leader who is also a father at the school. One-quarter of the school's pupils come from Muslim families.

Record crop

New statistics show that English and Welsh polytechnics have boosted their graduate numbers to more than 30,000 for the first time. The 1986 total of 30,331 compares with 29,469 in 1985 and 26,691 in 1984. The 1986 figure includes 522 more women. Women now account for 44 per cent of polytechnic graduates. The findings are published in *First Destinations of Polytechnic Students Qualifying in 1986* by the Association of Graduate Careers Advisory Services.

Shortlisting for headships unsatisfactory, study says

by Bert Lodge

Eight out of 10 applicants for head and deputy head posts are eliminated before any judgement can be made about their performance in the job, according to a research study.

Short lists are drawn up on the strength of an application form or a curriculum vitae together with an accompanying letter. Yet it is doubtful if these sources of information can be used to predict how well the candidate will do the job, says Dr Tom Elkins, head of Eaton (City of Norwich) School in the October issue of *Research papers in education*.

Dr Elkins says alternative methods of selection must be found. One simple advance would be the taking-up of references on all candidates and examining them before any "longlisting" decisions were made. In the local educational authority where Dr Elkins conducted 78 interviews over a five-year period, this practice was not followed, though he concedes some l.e.a.s may have introduced it.

Dr Elkins found keen competition for headships and deputy headships. Of 56 appointments made in secondary schools between 1978-83, three attracted more than 200 applicants, 10 drew between 150-200, 17 between 101-150 and 16 between 50-100. The 10 appointments for which fewer than 50 applied all indicated a woman was preferable – with such qualifying details as "responsibility for girls' welfare".

The average number of candidates for a deputy's job was 150 and for a headship, 80-100. The "long list" – those whose refereos were approached – usually numbered 24 though this was extended to 30 for four deputy headships which each attracted more than 200 applicants.

Out of 57 heads asked to compare the information on application forms for a deputy headship only 27 rated academic qualifications as "very important", though 28 thought them "worth considering". The qualification most important to most heads (42) was "variety of school experience" closely followed by "status and type of present post" (40).

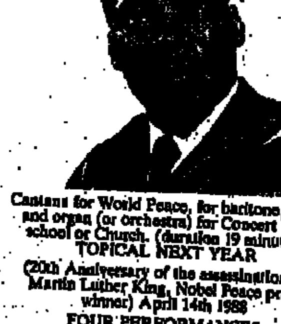
Dr Elkins found some disagreement between education officers and heads on the importance of the letter accompanying the application form. Officers find it less important; applications are separated by them on the strength of the data on the application form. The letter only counts for reducing the length of the long list.

But 24 of the 57 heads thought the letter more important than the application form and 32 thought it equally important. Only one rated it less important.

The study refers to the qualities of successful leadership identified by HMI in *Ten good schools* (1977) together with earlier research studies. Dr Elkins comments: "All draw upon two fundamentals of successful leader behaviour, instrumental and social-emotional leadership. If selection is to be made with this object in mind then supplementary evidence must be to hand at this first stage."

"Longlisting for headships and deputy headships in secondary schools; the elimination of the majority," by Tom Elkins, *Research paper in education*, vol 2, no 3, NFER-Nelson.

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Open entry warning

A Chester high school, which was given aided status three years ago despite local opposition is now so popular that it desperately needs funds for expansion.

When the former Dee high school was converted to the Bishops' (Bluecoat) Church of England high school, Diocesan education chiefs pledged to continue to admit all those from the original catchment area who wanted places and take Anglican children from a 12 mile radius.

A £350,000 expansion plan was last year turned down by the Department of Education and Science.

Last week a delegation from the diocese met Mr Robert Dunn, the education junior minister.

They have full backing from the local education authority. Mr Peter Nurse, the education chairman, said the situation gives advance warning of the effect of unrestricted parental choice.

A decision is expected by late December

Searching for the tracks of the equality roadshow

by Diane Spencer

What effect does a day's equal opportunities training have on teenage girls?

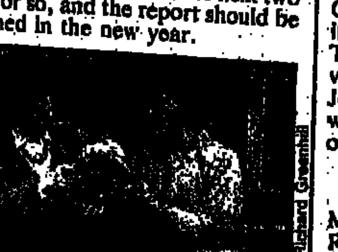
After the eighth Women's Training Roadshow was held in Cardiff in June, Ms Teresa Rees, a research fellow in the social studies department at the University College of Cardiff, decided to find out.

She was on the steering committee to organize the event which attracted around 2,000 girls. The roadshows are sponsored by the Women's National Commission which advises the Government on equal opportunities. Three more are planned for next year.

Ms Rees, with Professor Gillian Powell, a colleague in the biochemistry department, persuaded the education department of the Welsh Office to provide a £16,000 grant to evaluate the impact of the roadshow.

A research assistant will look at practical lessons to be learnt in organising the programme, what impressed the girls and staff who attended, and then she will produce a policy recommendation on curriculum development, teacher, and in-service training based on the findings.

Ms Jane Pilcher, the research assistant, will be visiting six schools representing a cross-section of those who attended the exhibition in the next two weeks or so, and the report should be published in the new year.



Sally and Richard Greenhill

Real life: a sixth-form girl job-shadows a woman scientist

IN BRIEF

Lecturer goes for NUT job

North Yorkshire members of the National Union of Teachers have broken with tradition by nominating a university lecturer for election as the union's national vice-president. Mr Frank Harris, a former secondary teacher and head of the Audio Visual Centre at York University, is one of 12 contenders for the sabbatical post.

CPAG chief

The Child Poverty Action Group has appointed Ms Frances Bennett as its new director to replace Ruth Lister who has become professor of applied social studies at Bradford University. Ms Bennett, CPAG's former deputy director, paid tribute to Ruth Lister's leadership, saying that the challenge was now to face up to "an increasingly divided Britain with poverty and prosperity growing side by side".

Old-timers

Help the Aged has launched a new teaching calendar aided by actress Gretchen Franklin, better known as Ethel in BBC Television's *East Enders*. The calendar can be used year after year and features projects involving young and old people such as gardening, painting, and local history studies.

The calendar, plus teachers' notes and a resources guide, is available, price £4.50, from Help the Aged, Education and Research Department, St James' Walk, London EC1R 0BE.

Food supplement

Two supermarket chains, Presto and Safeway, are teaching polytechnic and university freshers a lesson in survival. The stores, both part of the Argyll Group, are offering students a "survival kit" on diet which gives tips on low-cost cooking, a map showing the local store, opening hours and money-off vouchers. The recipes include cheesey leeks and eggs, pasta twists with herby bean sauce, and seafood nutty bake. The vouchers are not so healthy though — they offer discounts on white bread and chocolate biscuits.

Special courses

Further education special needs tutors and co-ordinators should be offered nationally-validated award-bearing courses, a working group set up by the Department of Education and Science recommends. It proposes an in-service model with three levels of training that would lead to a certificate, a diploma and a master's degree. "A 'Special' Professionalism — report of the FE special needs teacher training working group" is available, price £2.50, from HMSO.

Built-in faults

Children's education is being hindered by the poor state of many Essex schools – some with substandard rooms – says a report. It calls for a massive £38.7 million to be spent annually on the county's schools and colleges over the next five years. The report warns that failure to increase spending on school buildings could lead to the authority being sued for not meeting new Government regulations.

Japanese visit

Twenty-four Japanese teachers took part in a whistle-stop tour of Lancaster schools recently. The fact-finding tour, initiated by the British Council, was intended to show the English approach to the curriculum and teaching.

Name change

The National Council of Teachers' Centre Leaders has decided to change its name to "The National Council for Teacher-Centred Professional Development" from next January. Mr John Brand, secretary, said the change was meant to widen membership opportunities.

Dancing doctor

Mr Peter Brinson, head of Laban Research, the London centre for sponsored research into dance-related projects, is to receive an honorary degree of Doctor of Philosophy from the Council for National Academic Awards. It is the council's first such award to dance.

Survey alerts colleges to major new training opportunities

Transport terminals promise jobs boom



Stansted: 'a vast potential in training needs'

Colleges in three counties are being given a tip-off of up to £2 million-worth of potential work in a remarkable exercise funded by the Department of Education and Science.

The Further Education Unit, acting for the DES's PICKUP programme, is conducting an extensive survey of the training requirements which will result from the expansion of Stansted Airport in Essex and the construction of the Dartford ferry terminal. Its interim report this week says that the developments will create "a vast potential in training requirements which can be met by the skills and experience of the colleges in the areas".

Thought to be the first attempt to forecast the full manpower and training implications of a major onshore economic development of this kind – a wide-ranging study of education and training needs preceded the opening up of the North Sea oil fields – the project originated entirely within educational circles. The Department of Trade and Industry, and the Department of the Environment, the Government agencies primarily responsible for Stansted and Dartford, have not been involved, although the Manpower Services Commission has co-operated enthusiastically.

Inspired partly by the example of Gatwick Airport, where a failure to carry out any manpower pre-planning resulted in acute skills shortages after expansion, the Stansted-Dartford study is intended to establish a pattern for assessing the training needs arising from such developments and ensure that further and higher education responds effectively.

Altogether, it is estimated that the two developments will bring up to 20,000 jobs to an area stretching from the north of Cambridgeshire to the northern edge of London. This estimate includes the knock-on effects of the development in bringing service enterprises and other industries to the area. Stansted airport itself is expected to employ around 10,000 people in 10 years' time – five times as many as today.

At present, only one in 10 airport workers is employed by the British Airport Authority. There are about 50 companies on the site, though not all of them are involved with the work of the airport, and the survey did not take account of the needs of these others.

The report says that during the development period about half the new staff will be imported from other parts of the country, and the rest from the counties neighbouring the airport – Hertfordshire, Cambridgeshire and Essex. Virtually every one of the companies involved will need to recruit and train, and although in the early stages they will mainly use experienced staff brought into the area, the report points out that it will be important for them to start training the people they recruit locally well ahead of the time their skills are needed.

With anti-social hours, poor transport, and high-housing costs to hinder recruitment, there is danger of increasing competition between the employers for locally scarce skills. The study has established that, while many of the firms are training existing employees in management skills, health and safety, aviation-related engineering, customer service, telephone techniques, airport security and marketing, the colleges have not yet secured any significant share of the work, even though not all of it involves specialist expertise or equipment. In some cases employees were travelling more than 80 miles to attend courses which could have been provided by local colleges.

Immediate and long-term training needs were identified for updating the skills of both the existing and new employees, with management and supervisory training, computer operating, customer service, aviation studies, and word processing most often mentioned by the employers. Other training that the companies thought colleges could offer included flight planning, catering, secretarial skills, freight forwarding, and travel or airline reservations.

The report identified 14 colleges and other local authority training organizations within 45 minutes travelling time of Stansted which could between them meet all the training needs of the companies. Most could do it with existing full-time or short courses.

Despite this, the reports says that it was clear that a number of the employers believed that the further and higher education system was not flexible enough or that its courses and equipment were out-dated. The report suggests that better marketing could change some of these perceptions.

One training need at Stansted is unlikely to be met by the colleges, however willing they may be. The report says that major shortages of trained pilots are a cause for concern.

Further information: Janet Thorp, project consultant, The Gables, Church Road, Deopham, Wymondham, Norfolk (0953 850072); or Tony Haymer, project director, PICKUP office, College of Arts and Technology, East End Road, Cambridge CB1 1PT (tel. 0223 352900)

Core studies 'must allow for TVEI'

Strenuous efforts to ensure that the proposed national curriculum does not play havoc with the Technical and Vocational Education Initiative are being made by the Manpower Services Commission.

Its retiring chairman, Sir Bryan Nicholson, has warned the Education Secretary that a rigid subject timetable could make it impossible for schools to run the kind of practical courses that TVEI has pioneered.

A high proportion of those developed by schools in the pilot programme during the past four years are modular and cross-curricular, or involve intensive spells of concentrating on a single project without time for other subject studies. The schools – and some of the examining boards who have developed special multi-subject GCSE syllabuses for them – say that the courses could not operate if schools are forced to devote a rigid percentage of the weekly timetable to specific subjects.

The fears have surfaced in the TVEI national steering group, the professional education body which supervises the programme for the MSC. As a result, Sir Bryan has had a series of meetings with the Education and Employment Secretaries, who agree with him that the TVEI – now being extended into a universal scheme which will operate in every school within 10 years – must not be squeezed by the new curriculum.

The MSC's experts on TVEI will now be invited to monitor the plans being drawn up by the Department of Education and Science's subject working groups, and to contribute their own ideas. Mr Lloyd Jones, secretary of the Welsh Joint Education Committee, which has led the developmnt of GCSE exams for the TVEI, said this week that the committee was certainly worried about the impact of the national curriculum, and had expressed its reservations in a formal response to the DES proposals.

"It will not be impossible to accommodate the TVEI courses, but it will mean the Government modifying its ideas about imposing a strict division of time between specific subjects," he explained. Otherwise it would mean sacrificing much of the practical and experiential learning which has been such an important part of curricular development within the TVEI.

Edited by Mark Jackson

Careers Diary

Since last June air travellers into Geneva have had direct access to all parts of Switzerland by way of the airport's new underground railway station. It is a fine example of the combined efforts of the civil engineer, the architect and the planner and yet another example of Swiss efficiency.

Students from Napier College in Edinburgh undertook a similar feasibility study as part of a second-year project a year or two ago. Their conclusions pointed to the advantages of a local railway station being sited adjacent to a shopping centre and its car park. British Rail was so impressed that the station at Wester Hailes has now become a reality.

This link between civil engineering and environmental, social and economic considerations created the unique course in Transportation Engineering some five years ago and it is one of the 19 degree courses now offered by Napier College – the polytechnic of Edinburgh. Napier is the largest of the Scottish Central Institutions, a college with 4,500 full-time students and is located on the attractive south-west side of the city. All the courses have a vocational slant and quantity surveying, industrial design, catering, interior design and business studies are offered in addition to engineering and science.

Other central institutions which are equivalent to polytechnics in England and Wales, are the colleges of technology at Dundee, Paisley, and Glasgow, Queen Margaret College in Edinburgh, The Queen's College, Glasgow, and Robert Gordon's Institute of Technology, Aberdeen.

With the existence of the Polytechnics Central Admissions System and the restriction for all applicants to a choice of only four courses, the Scottish "polytechnics" ought to be given very serious consideration since these institutions come outside the PCAS system.

Brian Heap



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The pay award no one wants

TEACHER UNIONS

The interim advisory committee set up by Mr Baker to replace Burnham is about to start work. Report by Jeremy Sutcliffe.



Lord Chilver

INTERIM ADVISORY COMMITTEE

Lord Chilver: (chairman) vice-chancellor of Cranfield Institute of Technology since 1970; member, Advisory Board for the Research Councils, 1982–85; National Advisory Board for local authority higher education 1983–85; deputy president, Standing Conference on Schools Science and Technology since 1980.

Dr Peter Andrews: GCSE co-ordinator for Derbyshire, head of Henry Fanshawe comprehensive school, Dronfield, Derbyshire, 1964–86; president, Secondary Heads Association, 1982/83.

Mr Geoffrey Armstrong: director, Metal Box PLC; chairman, CBI Employment Policy Committee; member, Engineering Industries Training Board.

Mr Ray Carter: director, Marathon Oil (UK) Ltd; Labour MP for Birmingham Northfield, 1970–79; Under Secretary of State for Northern Ireland, 1976–79.

Mrs Judith Chaplin: Head of Policy Unit, Institute of Directors; education chairman, Norfolk County Council and Burnham Committee member, 1979–82; member, Secondary Examinations Council 1983–86.

Mr Ken Graham: Recently retired deputy general secretary of the TUC; Manpower Services Commission member 1974–87; board member, Open College.

Dr Anne Hogg: Consultant to Industrial Society and other bodies; member, Doctors and Dentists Review Body since 1983.

Mrs Rosemary White: head of Trowbridge Infants school, Cardiff, 1966–87.



Judith Chaplin

The Interim Advisory Committee, set up by Mr Kenneth Baker in place of the Burnham teachers' pay committee, is to begin taking submissions soon on next year's claim.

Exactly how the committee will operate is not yet clear. All that is known is that it will settle the 1988 pay award and tackle the problem of London weighting – when the current agreement has expired. But there is plenty of speculation, and considerable discomfort among the TUC – affiliated unions, already restive over their loss of pay bargaining rights.

The interim committee will be chaired by Lord Chilver, veteran of several Government advisory bodies. The civil servant who will act as secretary is Mr Michael Stark, a former diplomat who was transferred to the Department of Education and Science from Downing Street.

The likely pattern of events goes something like this. The Secretary of State will brief the interim body on its remit by the end of this month, when letters will be sent out inviting submissions from the unions, local education authorities and governors of voluntary-aided schools.

Only written submissions will be accepted initially and they will have to arrive in time for the committee to consider them during late November and early December. Oral submissions may be heard later.

The committee is also expected to visit schools to talk to teachers and look at classroom conditions. It will prepare a report, which will be published, probably in February or March of next year. The Education Secretary will then decide whether or not to adopt the committee's recommendations.

The letter inviting submissions is likely to ask the unions for up-to-date membership figures, to enable the committee to weigh their views. With the massive fluctuations in union membership which have resulted from the prolonged dispute, that will mean an increased influence for the non-TUC unions, which have been enjoying unprecedented growth.

It is not clear whether or not the biggest headteachers' union, the NAHT, will succeed in its attempt to win a separate voice in pay talks for heads and deputies. It is now pressing for their position to be considered by a separate subcommittee, which would make recommendations to the main committee.

The NAHT will doubtless be hoping to carry such an arrangement forward, as part of the permanent negotiating arrangements which will eventually replace the interim committee. However, that date could still be some time away.

Although Mr Baker has hinted that the interim body may be replaced once the April 1988 pay deal is settled, the signs are that this may not happen.

Under the Teachers' Pay and Conditions Act, rushed through Parliament at the end of last winter, the Education Secretary is empowered to impose settlements until April 1990.

The alternatives for a permanent negotiating structure are to be set out in a Green Paper, due to be published in the next few weeks.

Among the possibilities are a resumption of wage bargaining, through a joint teachers' council (favoured by the three biggest unions, the Secondary Heads' Association, and the local authority associations), or a pay review body, similar to those for doctors and nurses (the Professional Association of Teachers' favoured option). But neither finds much favour with Mrs Thatcher. The review body option, unpopular with the Treasury, was ruled out in Scotland after the Prime Minister intervened.

It may well be that both Mrs Thatcher and Mr Baker will prefer to keep their current stranglehold on pay talks. In the meantime, the Green Paper will be published. There will be much deliberation and delay before a White Paper finally emerges late next year or in 1989.

One more radical solution being advocated – and which fits in with some comments made recently by Mr Kenneth Clarke, Lord Young's number two at the Department of Trade and Industry – is to scrap pay bargaining at national level and replace it with local pay talks. L.e.a.s would then deal directly with their teachers, but the Government would retain a tight grip on the purse strings.

This option, like the idea of prolonging the life of the interim committee, however, is likely to anger teachers' leaders, who prefer national rates. It could be that the Government, intent on forcing through the most radical changes in education since the war, will wish to placate the teachers by restoring their bargaining rights rather than open up a second front on what, after all, is nearest to their hearts – the issue of pay.

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A just amount of legal knowledge

CITIZENSHIP

People often wait too long before seeking a solicitor. Linda Blackburne reports on a project to raise awareness of how the law works.

Picture a young adult in the midst of a bitter marriage break-up. He needs to see a solicitor fast. But which solicitor should he go to and how much will it cost? Worried, confused, he puts off the visit until it is too late.

This and many other everyday problems have brought teachers and solicitors together to initiate a scheme called "The Law in Education Project".

The Law Society, troubled for years by the poor legal awareness of the average adult, has taken the unprecedented step of pumping £350,000 into the five-year project which is now in its fourth year. The society has been liaising with the School Curriculum Development Committee, which has provided a further £25,000.

The pair have tried out their material in nine local education authorities, with more than 100 teachers in 55 schools.

Andrew Phillips, an Old Bailey solicitor, is one of the project co-ordinators. He was at pains to emphasize that the project was not about turning schoolchildren into little lawyers. But he said far too many people visited solicitors when the time for help had long passed. He was talking about the cultural disinclination of the working classes to visit law offices.

"We want to destroy that nonsense – literally outlaw it," said Mr Phillips, legal eagle for the *Jimmy Young Show* and a teacher in schools on and off for the past 20 years.

Publishers Edward Arnold are to produce four books in photocopy master format on seven major themes – law and the individual, law and society, implementing the law, the road user, the law at home and school, consumer law, and the law at work.

The project aims to:
☐ develop and extend legal awareness among pupils of all abilities in the 14 to 16 age group;
☐ help young people to understand the law, its nature and role in society;
☐ develop the necessary skills of reasoning, communicating, problem-solving, and decision-making, which enable young people to act independently and with confidence; and
☐ encourage an appreciation of the values underpinning the law and to develop a concern for justice, social responsibility, and a respect for others.

"What is overwhelming is that the average person is uniquely ignorant among the western democracies of the simple ABC of the society he or she is part of," said Mr Phillips.

That average person had probably been taught only about the relationship between the law and the police. This limited knowledge was also wrapped up with hostility and fear, said Mr Phillips. Democracy would ultimately fail if young people remained uninformed.

Don Rowe, the project director, said law, normally the preserve of the academic elite, had been reinforced in schools as "negative and remote".

Mr Rowe is a former teacher of humanities who has also worked at a media resources centre in Bedfordshire. He is working alongside Law in Education team members Mr Tony Thorpe, a former humanities department head at Rossington comprehensive school, near Doncaster, and Ms Lesley Aird, a former London University administrator.

The team's inquiries show that 25 per cent of schools would be interested in devoting more time to law if more materials were available. Ninety per cent of teachers in the pilot schemes said they hoped to use the material again. This percentage, says the SCDC, is a good response considering all the demands on teachers to include other subjects in their timetables.

The team believes the books will be just as interesting to teachers as they are to pupils. One teacher said: "Using this material has shown me how essential a basic understanding of the law is for responsible citizenship. I am amazed that schools and parents have not seen the need for this before."

The late arrival of the subject is due to "institutional lethargy," according to Mr Phillips, though teachers and solicitors alike had been sceptical initially. But Mr Rowe believes educationists also share the responsibility – after all Britain has seen 100 years of compulsory education.

Teachers and pupils at Irlam high school, Merseyside, have taken to the subject well in active learning methods.

Mr Mike Haworth, a teacher who has conducted classes on the role of management, Acas, and the trade unions in an unfair dismissal case, said: "What has been interesting is the fact that they are not that worried about the police side of it. They have actually been interested in the civil side.

"I was amazed at the reaction of one particular boy who, for as long as I have known him and that is certainly for two years, has never got involved in a lesson before. Yet if you were suddenly seeing him for the first time, you would probably think he was a very enthusiastic boy because in the end he was lying across the desk dominating the discussion. That is the first time it has ever happened."

At another Merseyside school, Mr Trevor Stent, the deputy head of Halewood comprehensive, said: "The pupils like the fact that the law is not just about the criminal law and that it's not just do's and don'ts. They see the law much more as a positive force than perhaps they did before, something that will help them rather than just restrict them."

The United States introduced projects similar to Law in Education about 15 years ago, but Britain is probably ahead of Europe in trying to introduce law into subjects such as personal and social education, humanities, social studies, religious and moral education, and home economics.

However, in Greek schools children are taught two hours of law a week and West German children are given a copy of their country's constitution. France started to introduce law into its school curriculum about two years ago.

The team members are confident teachers will have time to teach law despite the Government's proposals for a national curriculum which will take up between 80 and 90 per cent of the timetable.

Edward Arnold's resource pack *Understand the Law* will be published in autumn 1988.

Tragic little girls with real dollies

SEX EDUCATION

Sarah Bayliss looks at a study of the problems of teenage mothers

Many teenage mothers have been social and academic failures at school, and have been persistent truants. From their point of view, having a baby may be "the only thing I can do right" according to an experienced school doctor.

New evidence from Camberwell, a deprived district of South London, shows that truancy among future schoolgirl mothers is widespread.

Sixty-two per cent of a sample there have truanted regularly for significant periods, and one in eight has been out of school for more than a year – some for as long as five years.

According to Dr Diana Birch, a former school doctor and from 1980 medical officer in charge of school health in Camberwell, the general level of achievement and self-esteem among such girls is low, with 39 per cent considered by teachers to be below average ability.

Over a six-year period, Dr Birch conducted unpaid research among the girls in her care and found that 4 per cent were completely illiterate and 12 per cent were attending special schools, largely because of behaviour problems. One third had already been to child guidance, and half had been visited by education welfare officers.

A quarter of this latter group had received court warnings for non-attendance. These legal steps were unhelpful, in Dr Birch's view, and she cites an example.

"Sheelagh" had seldom attended secondary school and felt she would never be able to catch up with the work she had missed. Each time she went back, her experience in class "served to underline her sense of worthlessness". But her parents were taken to court and told that she must attend school. Sheelagh, according to Dr Birch, then found her own solution. She became pregnant in a deliberate attempt to avoid school, and presented a pregnancy certificate in court."

The children born of these teenage parents fare just as poorly, says Dr Birch. "They perform less well in educational tests, have lower aims in school and fewer years schooling than other people."

In her book entitled "*Are you my mother, Mummy?* Dr Birch draws heavily on her deep personal experience and on research findings world-wide to illustrate the cycle of deprivation in which some girls, as well as boys who father babies, are caught.

Evidence from her own clinics and counselling sessions over a six-year period shows how history repeats itself, how some girls are simply following the example of their mothers and sisters in getting pregnant at a young and vulnerable age.

Among the grave case studies she cites is Marion, a baby whose mother is 13, whose grandmother is 26 and who is cared for by a great-grandmother of 46. Will he be able to break the cycle of premature parenthood – inevitably linked to poverty, desperate housing conditions and sometimes cruel neglect – or "will he become a father in his early teens?" asks Dr Birch.

Nationally, the estimated number of schoolgirl pregnancies in 1983 was 9,100 for the under-16s, and 600 for the under-14s. Fluctuations have occurred from year to year but no substantial changes are recorded since 1972.

In Camberwell, Dr Birch found that the number of deliveries to young girls fell markedly in 1984 but increased again "dramatically" in the second half of 1985. She links this with a recorded fall in attendances by under-16s at contraceptive clinics; in one case where a dozen new patients could have been expected in any one annual quarter, only two or three turned up for advice.

This drop – confirmed by other agencies in the district – coincided with the Court of Appeal ruling in the Gillick case, which barred under-16s from receiving contraceptive advice. "It is too early to say," says Dr Birch, "whether the numbers will increase again after the reversal of that ruling in the House of Lords in October 1985."

CAUSE OF PREGNANCY

	%
REGULAR SEX	69
CASUAL SEX	38
RAPE (one girl regularly abused and blackmailed into silence)	3
PLANNED	2
UNPLANNED	98

Evidence is given that girls are continuing to mature earlier; in the 1980s, their menarche (first period) is one year in advance of girls growing up in the 1940s. The average age for the menarche is now 12.5 years, but full fertility is not normally reached until two years later. In America, there is strong evidence that black girls are fertile earlier, partly explaining higher pregnancy rates. At the age of 11, one in five black girls is menstruating compared with one in 20 white girls.

In Cumberwell, 65 per cent of pregnant schoolgirls have no father living with the family, and have four siblings, on average. Of the girls who do live with their father, one third have a poor relationship with him, and one sixth of those fathers has a mental illness, often alcoholism. Thirty-five per cent of their mothers have had the same experience of teenage pregnancy.

Thirty-five per cent of the girls are white, including 17 per cent Irish; 56 per cent are of West Indian origin, including 39 per cent Jamaican. It is increasingly common for white girls to set up single parent households and for children to grow up in fatherless families where they are "at risk" of becoming teenage parents.

Writing about the psychological development of young girls, Dr Birch says many girls have behaved as if they have no control over their own bodies. A tiny minority had used contraception; most – while believing they would not get pregnant – had done nothing to prevent it.

"Such girls are accustomed to having little control over their circumstances. They live in poor housing, have little money, do badly at school and are unable to change their environment."

Six main factors are identified on "the stairway" to having a baby – immaturity, social problems, feeling unloved, failure, loneliness and ignorance.

In America the average age for girls to start having sex is 15, according to a national sample. But girls in care begin earlier – at just over 12, and few are virgins at 15. Among the deprived schoolgirl mothers of Camberwell, the first experience of sex is at 13.5 years, on average. One in 20 starts at 11.

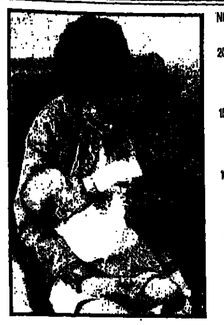
Dr Birch did not uncover what she considered to be promiscuous behaviour; 77 per cent of couples had known each other as friends for more than six months, and 67 per cent had been "going out" for more than a year. For more than half the girls this was their first boyfriend, and for two-thirds their first sexual relationship. "The younger couples – the girls being under 14 – are, perhaps surprisingly, more likely to be together two years after the birth of their babies."

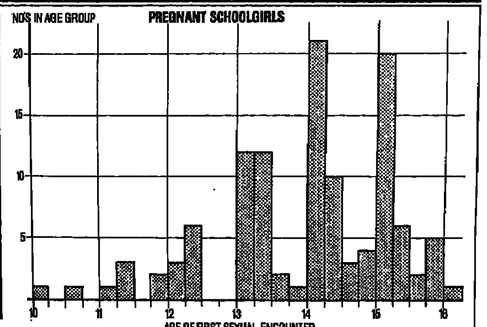
Young girls do not realize immediately they are pregnant and one fifth do not face up to the situation until a third person tells them they are having a baby. Most tell their boyfriend first; very few tell a teacher. More than half the South London girls did not book for antenatal care until they were 20 weeks' pregnant or more, which increased risks to them and their babies. The sad fact is that the mortality rate for schoolgirl mothers is high, and their babies are three times more likely to die than the offspring of middle and upper-class older women.

Nationally, one in three girls pregnant at 15 keeps the baby. In Camberwell, the abortion rate is much lower, with four out of five delivering and keeping their babies. In London, 3 per cent of girls in the survey have conceived as a result of rape and 12 per cent have a history of being sexually abused.

Some tragic cases are recounted, including Sharon who was raped by her father at 12 and was a mother herself by 16, looking after brothers and sisters who were all receiving psychological treatment. Della, whose alcoholic father broke into the family home and raped her when she was 14, later became pregnant by a boy who was an alcoholic. He also made her sister pregnant.

"Nearly half of the sexually abused schoolgirls I have known have become prostitutes, and an equal number are drug addicts."





Making a strong plea for youth counselling and sex education in schools Dr Birch writes: "Opponents . . . imagine that teenagers live happily with a mother and father. The reality is that three-quarters of pregnant schoolgirls in South London do not live with both their natural parents."

Adolescent sexual behaviour should not be treated by teachers and other professionals as abnormal, and the risk of pregnancy should be accepted – so that ways of avoiding it can be discussed. Sex education should be part of learning about living – how to enjoy life and how to make the best of it.

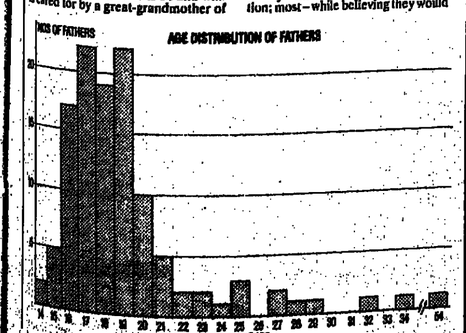
In Camberwell, one in three pregnant schoolgirls has had no sex education whatever prior to pregnancy, and 87 per cent have learned nothing from their parents about the facts of life. Some girls have become pregnant when there was no sex education course available or have missed one because they were truanting.

Learning how to be a good parent is of "paramount importance" in the 1980s "and should be given equal, if not higher, priority to teaching them how to be good mechanics, bookkeepers or sales assistants".

One heartening message in the book is the positive value, noted by Dr Birch, of home tuition for pregnant youngsters. In London they get around 10 hours a week, and half the girls in Camberwell followed this through until after their children were born. In those cases, 82 per cent of girls and their tutors reported that it had been a worthwhile experience – giving the girls for the first time a reasonable relationship with a teacher, a feeling that they were not a drop-out or a failure, and perhaps setting their sights on further education. Although only 2 per cent go directly to college, 20 per cent take a public exam and 14 per cent go to college later.

This must represent progress, given the earlier reports from teachers who had found these same girls to be extremely difficult, turning up drunk in class, making obscene phone calls to school staff, being insolent or having aggressive and wild outbursts.

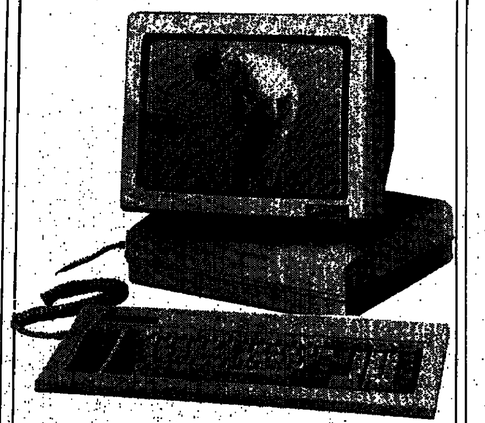
Are you my sister, Mummy? by Dr Diana Birch, is available at £10, including post and packing, from "Youth Support", 30 Crystal Palace Park Road, Sydenham, London SE26 6UG. "Youth Support" is a registered charity for disadvantaged young people.





THE TIMES

Keyboard craft



Eton is not best known for its metalwork, nor Benenden for its carpentry. The new national curriculum, however, is forcing independent schools to take craft, design and technology seriously – but now the computer rules. Next week *The Times* finds out how the private sector is tackling CDT.

THE TIMES
A lion among paper tigers 25p

The Roman Catholic Church fights two governments about timetabling religious instruction

Bishops dismayed by 'English week'

FRANCE

The Church is fiercely opposing the Government's efforts to adopt the British pattern of a continuous school week.

It would mean foregoing the traditional Wednesday break and abolishing Saturday morning classes instead.

On Wednesdays, nearly half of all primary children, including those in state schools, attend optional religious instruction classes organized by the Roman Catholic Church. The Church hierarchy estimates that if instruction is given on Saturday morning instead of Wednesday afternoon, the number attending would fall by a third.

But M. René Monory, the Education Minister, says that state school parents have pressed for a change to the so-called English week. He has pointed out that the Catholic schools were the first to introduce it, and that 600 of their 9,600 schools have already adopted it.

Recent ministerial policy has given local authorities the choice, but requires them to consult the local religious hierarchy.

It is a 10-year-old controversy which has flared up again over a decision by two authorities to authorize schools in their departments to make the change. The bishops of Bourges and Angoulême, who are directly concerned, are taking legal action on the grounds that they were not consulted.

The Archbishop of Paris, Cardinal Lustiger, threatens to do the same should Parisian education authorities follow suit. He is an old hand at such battles: formerly head of the Catholic schools hierarchy, he routed the previous socialist government's plans to integrate private schools into the state system.

Cardinal Lustiger, has suggested that primary pupils should be given both Wednesday and Saturday morning off, but M. Monory objects – it would mean adding a whole month on to the school year.

"There are only 32 working weeks a year. Abolishing half a day would mean 16 whole days to compensate. With a four-day week, that's a whole month. We would have to do away with the July or August holiday, and the whole country would be in uproar," he said.

The exceptionally short school year in France means that work is crammed into long, exhausting days which doctors and educationists say imposes far too much strain on children. But any move to rationalize the school calendar meets with opposition.

The Church wants to avoid the marginalization of religious instruction and fears the divorce between their classes and ordinary lessons would become final once they were relegated to Saturday mornings.

According to the federation of teaching unions, the whole argument is "not about the mid-week break, but over the place of religion in our country." Parents, they say, should be free to arrange religious instruction for their children, but this should not have any bearing on the organization of the school year.

As one parents' association points out: "The divorce between Church and State in France took place long ago."

Mary Follain



The Church wants to avoid the marginalization of religious study.

Pope fears drift over hour shift

ITALY

A major row between the Vatican and the Italian Government over what appears a relatively trivial administrative matter – at what time of the school day religious studies should be taught – has been dominating the Italian press. It has also come close to toppling Giovanni Goria's five-party coalition government while still in its infancy.

In this overwhelmingly Catholic country there is no problem (unlike Britain) in catering to different religions in a multiracial society: religious education means instruction in the Catholic faith.

All teachers have to be approved by the diocese, and it is not unusual (especially in rural areas) to find parish priests working in state schools as teachers of religion. This "overseeing" of part of the national curriculum by the Church is ratified by concordat (agreement between the Vatican and Italy) and stipulates that an hour of religious instruction per week should be provided "within the normal school timetable".

The hour is optional – parents may ask for their children to be exempted on moral or religious grounds – but a huge majority (92 per cent) of parents require their children to attend. *So what* is the row about?

The Vatican is concerned that a recent document produced by Education Minister, Giovanni Galloni, and intended to clarify the Government's position on religious education, actually constitutes a threat to its status within the curriculum, since it could become a fringe subject taught only during the first hour (8 – 9am) or the last hour (12 – 1pm) of the school day.

This would conveniently solve the problem of what to do with pupils exempted from the "religious hour"; they would simply arrive at school late or leave early. But the Vatican's fear is that such a timetable would lead to a gradual erosion of numbers attending, as more and more pupils put pressure on parents to seek exemption for them (and thus, a welcome hour off school).

The concordat, claims the Vatican, is not respected in the new proposals since the "religious studies hour would no longer fall within the normal school timetable"; the Government's position, therefore, is unacceptable.

In the face of the Vatican's stern reaction, the Christian Democrat party, by far the largest party in the coalition, finds itself in an embarrassing position. After all, its special relationship with the Catholic church means not a small number of votes at election time.

Sig. Galloni, a Christian Democrat, now has to face attacks from two fronts: the hard-line Catholics of his own party, and the liberal-internationalist consciences of the "lay" parties, which make up the rest of the five-party coalition and would like to see the Vatican's involvement in state education reduced, or removed altogether.

Meanwhile, in the absence of any clear directive, angry school heads have been forced to decide how to incorporate the religious studies hour into their timetables.

In some schools, suffering from chronic shortages of space and unable to provide a room for quiet study for pupils exempted from the lesson, children may be seen wandering aimlessly through corridors. In other schools, they are required to remain in the classroom despite being authorized to take no part in the lesson. A group of pupils in a Bologna school has made an ironic request for earplugs "to guarantee the right not to listen".

David Newbold

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Staying on does not ensure a job, says study

BELGIUM

Jane Marshall reveals findings of an inquiry into unemployment among the under-25s

Girls in Belgium are particularly hard hit by long-term unemployment, although they achieve better school results and tend to study longer than boys. This was established by an inquiry whose publication last week coincided with unemployment figures, which were lower, especially in the numbers of young people out of work.

The inquiry – carried out by the sociology departments of the francophone university of Liege, and KUL, the Flemish Catholic university of Leuven – was limited to only a small sector of young unemployed, but one of special concern to the minister of employment, Michel Hansenne, who commissioned it.

It covers people under 25, who have had to sign on daily in order to qualify for benefit and who have been unemployed for at least four years. They are entitled to payments as they have achieved a certain educational level; the inquiry excluded those who had not, neither did it include those who had gone on to higher education.

The researchers found that 88 per cent of the 3,252 surveyed were female, and 20 per cent were foreigners. An unexpected finding was that "success at school does not appear to be a particularly advantageous element in the employment market", at least so far as this group is concerned.

Most of the young long-term unemployed had gained some vocational qualification, and had not quit school early (officially the school-leaving age is 18).

Most of the young people under review had attended a vocational school – the least academic stream in Belgian education – and taken courses offering "girls' subjects", such as needlework and dressmaking. Girls from large, working-class families were also most likely to be hit by long-term unemployment, the inquiry found, with two thirds of such families having at least two children out of work.

Ministers plan protest at Iran's 'competition'

Belgian ministers were last week preparing to protest to the Iranian Embassy in Brussels for deluging francophone schools with anti-Iraq propaganda in the guise of a drawing and poetry competition.

Antoine Duquesne, Minister of Education for Belgium's French-speaking community, made clear his indignation at the Iranians. They had sent details of the competition to secondary schools in both the state and independent sectors in Wallonia and Brussels without seeking his authorization or informing him of their action.

He was preparing to send a circular to schools reminding them of their legal duty to refrain from any kind of political activity on school premises.

Also the Foreign Minister, M. Leo Tindemans, was sending a written protest to the Iranian ambassador.

Literature introducing the competition – launched to mark the eighth anniversary of "the aggression and war crimes of the Iraqi regime against the Iranian people" – started, apparently benignly, in the form of greetings from young Iranians to Belgian school children. The aim of the competition, it said, was to discover "what the word 'war' means to the young people of Belgium".

A message claiming to be from Iranian schoolchildren described how "our school benches are from now on trenches destined for the front".

War photographs showing dead and wounded are accompanied by a poem about a small child killed in the war, who had learned to write "resistance, resistance" during his first lesson. Then followed copies of anti-Iraq reports, speeches and articles, together with headings such as "Who is the aggressor?" "Who is the expansionist?" "Who is the war criminal?" and "Who supports him?"



Leo Tindemans protesting

NATFHE. The 1988 edition of "The Handbook of degree and advanced courses in Institutes/Colleges of Higher Education, Polytechnics, University Departments of Education, in England and Wales," is now available priced £9.00 from Linneys ESL (NATFHE), Newgate Lane, Mansfield, Notts, NG18 2PA.

The value of vocational sixth-form studies has been argued out in two European countries. Paul Bendelow reports from West Germany, while Christopher Follett tells the Danish story

Future takes shape after two-year rift

WEST GERMANY

West Germany's regional education ministers have reached agreement on the future shape of sixth-form studies and the structure of the A-level equivalent *Abitur*.

The surprise settlement, following an unscheduled meeting in Bonn in October, peaceably concludes a two-year dispute which had threatened to undermine the nation-wide validity of matriculation qualifications in the country's federal education structure.

Politically, the rift saw the socialist SPD-governed states ranged against the conservative CDU/CSU states in a battle over the role of the *Abitur* in a rapidly changing working world. The SPD wanted to push ahead with reforms introducing vocational elements into sixth-form curricula, whereas the CDU/CSU favoured a return to a more traditional, broadly-based *Abitur* as an academic foundation for later specialization.

The compromise achieved this month effectively confirms the status quo by guaranteeing nation-wide recognition of a variety of approaches, while assuaging fears of a lowering of academic standards.

Herr Hans Schwier, North Rhine-Westphalia's SPD education minister, said the agreement represented "a little bit more tolerance" between the federal states. His CDU counterpart in Baden-Württemberg, Herr Gerhard Mayer-Vorfelder, claimed "a victory for the *Abitur*" – one which prevented "the watering down of *Abitur* standards".

At the heart of the dispute were North Rhine-Westphalia's 22 *Kollegschulen* – experimental schools which provide twin-tracked courses leading both to the *Abitur* and to vocational qualifications.

Under the new agreement, these qualifications will be recognized nation-wide, in return for extending the sixth-form to four years from the present three. The provision, and various amendments to course structures, represent "only slight changes", according to Herr Schwier, which leave unaffected the principle behind the *Kollegschulen*.

This principle – overcoming the traditional separation of "head and hand" in education is one of the Social Democrats' chief educational aims. It was, in fact, one of the provisions of the last major overhaul of the *Abitur* in 1972 – but very few of the innovations introduced then have remained intact.

The new provisions largely retain the present *Abitur* structure: students will continue to take eight subjects in their three years in the sixth form, but in the credits system lending up to the *Abitur*, more weight is to be attached to the six "foundation" courses, as opposed to the two main subjects. At present students must have either maths or a foreign language in their four examination subjects; this compulsory choice group has now been extended to include German. In addition, all sixth-formers in future will have to include at least two of these subjects in their eight original choices.

This particular change will be felt strongly in the state of Hamburg, which has up until now allowed sixth-formers the greatest freedom of subject choice. But even here, 80 per cent of sixth-formers already take two of these three voluntarily. Nevertheless, this provision is seen as a concession to those who felt that an *Abitur* course which neglected these "demanding" subjects, was worth less than an *Abitur* including them.

The agreement, which is expected to be signed in December, comes into effect from 1989 onwards for students entering the sixth form. An exception is being made for Hamburg, which will have a longer transitional period before finally coming into line with the rest of the country in 1996.

The time-scale for implementation was welcomed by the spokesman for the CDU/CSU-governed states, Herr George Götter, the education minister of Rhineland-Palatinate. He said adequate provision had been made for schools to become fully familiar with the new rulings and to prepare to put them into practice. For the SPD ministers' spokesman, Herr Horst-Werner Franke of Bremen, the agreement represents "a victory for educational federalism" and a rebuff to "all new cravings for a centralized education administration".

The biggest teachers' union, the GEW, regretted that concessions had been made to the CDU/CSU states, to the extent that greater demands over a broader range of subjects would be made on future sixth-formers. But the union believed the main achievement of the agreement was that it encompassed, for the first time, both traditional *Gymnasien*, or grammar schools, and the new *Kollegschulen*.

Precisely this point, however, has produced one of the few negative reactions so far – from the Association of Grammar School Teachers. It believes the agreement "shows every sign of being an overhasty document". By recognizing the *Kollegschulen* – even with an added sixth-form year – it tacitly accepted the principle of integration between a general academic education and vocational education.

The Association sees the *Kollegschulen* as "the Trojan Horse which will do great damage to the future development of education." For the most part, however, the chief reaction is relief that a deadlock which threatened to undermine the country's educational homogeneity has been broken.



Old style: traditional *Gymnasien*, or grammar schools, will be affected by the new agreement

State aims for flexible curriculum

DENMARK

Mr Bertel Haarder, Denmark's Minister of Education, has unveiled far-reaching reforms for Danish *gymnasiums*, the upper secondary schools catering for 16–18-year-old students studying for the *studentereksamen* (A level(s) and other higher school-leaving certificates.

The reform, negotiated between the ruling Centre-Right minority coalition Government and the non-governmental Radical Liberal Party earlier this year, is to take effect next August – the start of the 1988/89 school year.

Broadly, the reform makes the three-year "A level" curriculum more flexible, allowing for a better blending of science and arts subjects and a greater cross-stream interplay in upper secondary school studies. It provides students with the possibility of combining foreign languages (at a higher level) with new technological, economic and commerce-related subjects, as well as natural science and mathematics, making the barrier between arts and science subjects less rigid academically.

The reform calls for a strengthening of foreign language proficiency in science and mathematics students, offset by a similar improved level of science among arts/language students. This is in keeping with Government policy to make school education more relevant to the needs of business and commerce.

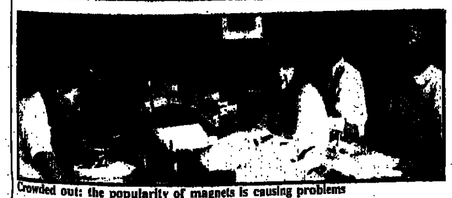
While English remains the first (compulsory) foreign language for all Danish *gymnasium* students, all *gymnasiasts* are now required to have real proficiency in two foreign tongues. One and two-hour classes are to be largely dispensed with in favour of those of longer duration (3-4 hours) in most key subjects.

Total weekly teaching is to be slightly increased to a maximum of 31 to 32 hours per pupil, with the maximum number of pupils per *gymnasium* class set at 28 in the new upper secondary schools. This less rigid structure is designed to reinforce the *gymnasium's* role in providing an all-round education for all upper secondary school students, not only for those planning to go on to university or other forms of higher education.

The new mix of science and humanities requires students of both streams to study at least two subjects to advanced level, over and above other general subjects at a lower academic level. This will pave the way for more balanced, less academically sectarian studies for both arts and science students.



Bertel Haarder: unveiling reforms



Crowded out: the popularity of magnets is causing problems

Magnets attract too many

The magnet schools in Prince George's County, Maryland, were aptly named. They were designed to pull white children back into black-dominated urban classrooms, and achieve desegregation without the political embarrassment of forced bussing. And they did exactly that. Prince George's, the 14th largest school district in America, has become a national example of what magnet schools can achieve.

And that is the problem: the scheme has been too successful. Beginning in 1985, with 1,591 pupils enrolled in magnet programmes, there are now 13,000 spread among 41 schools. They work in well-equipped, well-staffed classrooms, studying maths and science, foreign languages and fine arts. Their parents are delighted.

But that figure of 13,000 represents only about 12 per cent of Prince George's schoolchildren, and the magnet scheme has thrown the inadequacy of the education received by the remaining 88 per cent into sharp relief. Massive waiting lists have built up, and even parents who have camped out all night to register their children are often unable to get them in.

What is more, the children on the waiting list are mostly black. They account for all those currently queueing for places in French immersion classes, humanities courses, and a new high school for the performing arts.

Ironically, the magnets have achieved even more than they intended – they have not only drawn reluctant whites back to the state schools, but they have shown blacks what is possible. In doing so, they have become a political problem. Maryland politicians now face the classic dilemma posed by the old popular song: How can they keep them down on the farm, now that they've seen Paree?

Encouraging though the development is for those who deplore the lack of enthusiasm for education among blacks, it carries the seeds of crisis. For the state and federal funding which has so far largely paid for the Prince George's magnet programme is specifically linked to desegregation. If new magnet schools are built purely to satisfy black demand, the county will have to pay for them itself. And at around one million dollars (£610,000) for each improved school, it claims that it cannot afford to do so.

Any money taken from the general funds to finance more magnets will inevitably depress the standards at the remaining 131 schools in the district. This in turn will generate yet more public outcry from dissatisfied parents. The price of success, officials acknowledge ruefully, is likely to be high.

Strike brings pay rise but at a price

UNITED STATES

A record dispute has ended but victory is hard to apportion. Bill Norris reports

The great Chicago teachers' strike is over. Some 430,000 pupils, their summer holiday extended by a full month, are now back at school. So are 29,000 teachers, but some will not be there for long. To pay for the settlement, which gives the strikers a 4 per cent pay increase – less than half the amount demanded – some 1,300 full-time teachers and 400 part-timers are to be fired.

The Chicago Board of Education has insisted throughout that it has no money to pay increased salaries. It estimates that in order to find the $43.8 million (£26 million) cost of the new agreement, it will also have to cut spending on magnet schools, mathematics and reading instruction, and special education programmes. The dent includes a further 4 per cent increase next year, but only if new revenue becomes available.

More trouble may lie ahead. Though the Chicago teachers' union house of delegates voted overwhelmingly for the end of the strike, many rank and file members are complaining that the union has sold them out. The full membership is due to vote in the next few days.

The school board is not waiting. Dismissals have already begun, and to rub salt in the wound the teachers have discovered that they will be required to work during their spring and winter breaks this year to make up the lost time. Even so, it will not be possible to work a full school year of 180 days, and because of the way in which American teachers are paid, this will reduce their actual pay rise to about 2 per cent – or $14 a week.

Union officials are denying that this is a pyrrhic victory, claiming that a clause in the agreement promising smaller class sizes in problem schools will make it impossible for the board to carry out large-scale lay-offs. The teachers are not so sure. "It's pretty scary," said one.

A less publicized strike by 2,000 teachers and other school workers in Elizabeth, New Jersey, also ended last week. There, the strikers returned to work under the duress of a court order, with no new contract.

They had defied the order for 15 school days, incurring individual fines of 30 days' pay, and a multiplying penalty for the union of several million dollars. The strike, over a 17.5 per cent pay claim, only folded after the judge ordered their instant dismissal.

There was a happier outcome in Little Rock, Arkansas, where the state's first-ever strike of teachers ended after six days with a new contract. Strikes also ended in Detroit and Ohio, leaving the only unsettled disputes of the new school year in Massachusetts and Pennsylvania, where 9,000 pupils are affected. Altogether, this year's wave of classroom strikes has interrupted the schooling of 700,000 children in seven states.

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Do not confuse integrated and balanced science

Sir – I read with dismay Mr John Cooper's letter on balanced science (*TES*, September 11) and there are several points I would like to dispute.

As a science teacher I was (and still am) involved with the work of the Secondary Science Curriculum Review (SSCR) as a convener of a local working group. Durham education authority actively encouraged its science teachers to participate in this unique review of science education in the country. We were allowed to choose our own area of interest and the developmental model used ensured that all teachers could contribute to the work of the review if they chose to do so.

I deeply resent the implications in Mr Cooper's letter that the review:

- ☐ is composed only of gentlemen: and
- ☐ implies that the present system of science education is a "near disaster".

During my work with the review, I met many competent, lively, enthusiastic and inspiring women. The review is an equal opportunities programme. It has women members on its central team, many of the teachers undertaking developmental work are women and one of the recommendations of the review is that gender, ethnic origin, cultural and religious background should not hinder a young person's entitlement to a science education.

Throughout the time the working groups were operating, we were encouraged to take part in seminars and workshops with reference to our chosen areas of study. We were also kept in constant touch with other working groups and had access to a lot of the current literature. During this work, time and again we were encouraged to retain current good working practice and not to reinvent the wheel. If the central team thought that the present system of secondary science was a near disaster this attitude would not have been encouraged.

Mr Cooper has fallen into the trap of assuming that balanced science means integrated science and, as a physicist, he is afraid of teaching something other than his specialism. If he is lucky, his l.e.a. might arrange training for local teachers similar to that being offered in the North East for teachers from Durham, Cleveland, Sunderland and South Tyneside.

We are considering the implications of implementing broad and balanced science and have spent some time discussing the possible curriculum models, only one of which was integrated science. In many of our discussions staff reluctance to teach subjects other than their specialism was considered to be of major importance.

Mr Cooper is not alone in being afraid to teach biology or, perhaps more realistically, to go to his biologist (and perhaps his chemist also) to ask for help if necessary. This, however, may prove unnecessary. It is possible to teach broad and balanced science as separate subject areas.

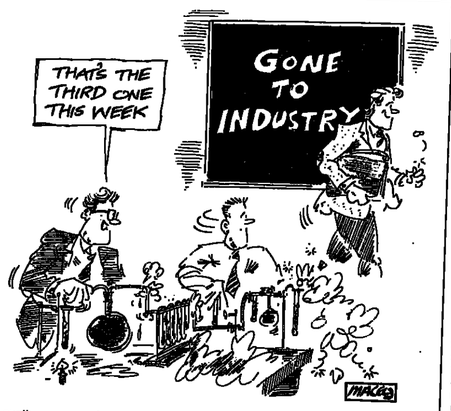
Mr Cooper states that "some years ago there was a (similar) vogue for balanced science. Some schools persisted but generally it failed through pupil, parent and employer opposition". Does he mean integrated science? What could be broader and more balanced than three separate sciences? I wasn't aware that this had failed due to the opposition specified.

Mr Cooper argues that physics is of vital importance to industry. There are few pure physicists working in industry, especially at 16 plus! The national criteria for the double award in science specify that the course should provide a basis for A level studies. It is surely at this level and above that the future science specialists begin their training. Broad, balanced science will not prevent this happening but will enhance the appreciation of science as a whole, together with an understanding of the inter-relationships of subject areas rather than encourage a narrow, biased view of any one science area.

There is also ample evidence that broad and balanced science courses (including integrated science) do not lead to reduced performance at A level but in some cases have the opposite effect. If physics (apparently alone) is so vital for industry how does Mr Cooper explain the support for broad and balanced science by the Engineering Council, the Institute of Physics, the Fellowship of Engineering and many more.

Finally, the SSCR does not give us a single solution to the problem of providing all young people with the science education to which they are entitled. Rather it gives us many alternatives and provides an excellent source of material to help us to achieve an admirable goal in a way that utilizes staff expertise available. Perhaps Mr Cooper will find time to read *Better Science*, hopefully with a more open mind.

SUSAN DUNCAN
Belmont comprehensive school
Belmont
Durham



Need for change

Sir – There are three points which I would like to make in reply to the letters of J Cooper and M O Thomas (*TES*, September 11).

First, their scepticism of the development of balanced science for all (including the more able) seems to be based on personal impressions without due consideration to the findings of the Assessment of Performance Unit and the Children's Learning in Science project. Research into the effectiveness of science teaching is fairly young but it may assist anyone who is doubtful of the need for change to consult the many reports now available.

Second, M O Thomas is under the impression that the teaching of balanced science is the cause of the lack of suitable candidates to take up all the places in higher education on science courses. At present, separate sciences in schools is the norm . . . could it be that this is the cause of the lack of interest and motivation in pupils to take up science courses?

Third, it is not the debate between separate sciences or otherwise which is important but the decision by science specialists to look to their methodology in the classroom. It is this which must change if we are to capture the interests of children and generate the enthusiasm and excitement for science.

BARBARA GODDING
50 Birch Tree Lane
Scholar Green, Stoke on Trent

Right retort

Sir – The critical lampooning of Oliver Letwin (*TES*, October 2) cannot go unanswered. For the information of his critics and your readers, he is Dr Letwin not Mr Letwin, and his academic qualifications and status (Charles and Katharine Darwin Research Fellow in Philosophy, Darwin College, Cambridge 1984-86) make him as good a judge of excellence in education as Messrs Plaskow *et al* venting their ignorance.

As one who has met Dr Letwin when he was education adviser to Mrs Thatcher at the No 10 Policy Unit (1984-87), I can assure Arthur Arnold and other opponents of so-called "ideologues of the Right" that he is nothing less than considered in his views of, and prescriptions for, educational excellence in our schools.

Dr Letwin's youth and rapid rise in the Conservative Party should not be taken as an indictor of political or mental immaturity as anyone who reads his new book *Ethics, Emotion and the Unity of the Self* will testify.

CHRISTOPHER KNIGHT
Doctoral student
Social Science Department
South Bank Polytechnic

Soggy Sixties

Sir – Dr Letwin's contribution (Personal Column, September 18) was intelligible, which is more than could be said of some of the letters which decried it.

True, Mr Baker's proposals are too brashly universal, and require level-headed modification, but why do the intellectual educationists so furiously rage at suggestions that their egalitarian theories did not help when the secondary moderns and grammars were pressed into comprehensives?

We did indeed enter a "soggy" time. Ask the parents and the children. Schools became jolly, noisy places, where erroneous conclusions were more important than the truth, attention to detail was boring, and correction of errors was neglected for fear of discouragement.

Arithmetic and reading would be irrelevant in an age of calculators and television. Spelling and grammar should not matter. Discipline would be unnecessary and punishment would brutalize pupils' beautiful natures. Religion was old hat, and morality hypocritical.

Schools should concentrate on Education for Leisure – so nothing useful need be taught. Nobody should specialize in anything because it would be unfair to those who couldn't.

These maxims are only slight overstatements of views seriously expressed by "forward-looking" teachers and advisers over the past 25 years. Dr Letwin is right to point out how long ago the rot set in.

DAVID J STRAWBRIDGE
222 North Allington
Bridport, Dorset

Ask no questions

Sir – There is a Gilbertian dimension to the banning of so distinguished an educational thinker and writer as Dr Peter Abbs by an unknown education officer in Bexley.

However, there is a sinister and unwelcome dimension to this too. There has been criticism from many quarters at the haste with which the Government proposals are being rushed through leaving little or no time for reflective consultation. Are we now to assume that such concern was misplaced in that no discussion is to be permitted and no questions are to be raised?

And am I being naïve in still assuming that education is more about asking the right questions than providing the right answers? And that this then implies freedom of thought and freedom of speech both within and without the educational system?

KENYON CALTHROP
Senior lecturer
Department of Education Studies
Trent Polytechnic
Nottingham

Consult Brenda

Sir – John Cooper's letter (*TES*, September 11) once again highlights the perils of using jargon without going through the vital process of verbalization and discussion to arrive at commonly-held meaning.

Mr Cooper clearly believes that "balanced science" is a particular course that most would call integrated science. Had he taken time to read works such as *Brenda and friends* he would have realized that the Secondary Science Curriculum Review emphasis has always been for a balance of skills and "content" within the science provision that children encounter.

Mr Cooper is not entirely to blame for forming this wrong impression as jargon is often thrown into the public arena without clarification. Cutting down on time for consultation and debate further exacerbates the problem as we are so busy implementing that we do not have time to reflect. It is to be hoped however, that John Cooper's notion of increasing breadth does not simply mean that his students are copying from a wider range of textbooks and that his notion for promoting progression is something more than allowing the early finishers to do the extra questions at the back of the book.

Dr ALAN McMURDO
11 The Hollins
Hebden Bridge
West Yorkshire

Silver lining

Sir – I am very concerned to read references to Silverdale School in the article headed "Opting-out threat mars governors' united front" by Jeremy Sutcliffe (*TES*, October 2).

May I first of all correct some apparent misunderstandings in the article. The governors met on October 1 and have further meetings planned for October 22 and November 26. Opting out is not on the agenda of any of these meetings and has never been on the agenda of any governors' meeting.

Obviously I and many governors, parents, staff and pupils were opposed to the original tertiary proposals which envisaged the closure of Silverdale. At present, however, since an area advisory committee and the chief education officer have stated that there is now no case for closing any school in south-west Sheffield there is no longer any conflict of view between ourselves and the authority.

There is no prospect of Silverdale becoming a "magnet" school since it is already operating at a level close to its physical capacity; it could not take many more pupils than its present admission limit of about 150.

I am confident that I speak for the staff and certainly the senior management team when I say that Silverdale wishes to remain what it is, a mixed comprehensive school with a significant ethnic minority and a cross-section of pupils from all social classes. I am confident that the great majority of parents and governors share this view.

Speaking for myself, I feel that Silverdale would have much to lose if it were deprived of the excellent support services offered by the authority and the opportunity to take part in curriculum development initiatives in co-operation with other schools.

I am confident that in the matter of the appointment of my successor it will be the common aim of the governors and the authority to appoint a head who will seek to maintain the present outstanding academic standards and at the same time to foster new initiatives which will be in the interests of all our pupils.

T R SANDERSON
Headmaster
Silverdale School
Dents Crescent
Sheffield

Forgotten pupils

Sir – I welcome recent debate on the Baker proposals but am concerned that little attention has been paid to implications for special educational provision.

A national curriculum and associated assessment could ensure more equality of opportunity for those whose handicaps and difficulties still often result in segregation from the educational experiences of their peers and could foster a closer relationship between special and mainstream teachers and teaching. However, the Government's proposals do little to realize such potential and indeed are more likely to undermine the many positive developments of the last decade.

In particular, the probable exclusion from national requirements of children who are the subject of statements under the 1981 Act may well inhibit integration and threaten the growing collaboration between mainstream and special staff and schools. For example if certain children are seen as requiring a different curriculum it is going to be much more difficult to argue the value of integration in mainstream classes.

Mainstream teachers may also be unwilling to devote time and resources to children who cannot achieve standard attainment targets and whose difficulties may influence the overall results obtained by a school.

And what about the majority of unstatemented children with special needs, some one fifth of the school population? It seems that these children are going to have to follow the national curriculum and be subject to regular tests and examinations irrespective of their particular handicaps or difficulties.

Surely pupils faced with an inflexible core content and inappropriate testing will have their failures and difficulties continuously reinforced, with the added indignity of public comparison with their peers.

Meanwhile teachers will become increasingly anxious and concerned about "standards" and either push pupils inappropriately or neglect their needs in order to concentrate on improving the majority, particularly if there are threats to schools' futures from increased parental choice and 'opting out'.

The collaborative model of support for pupils with special needs across the mainstream curriculum, which has been so carefully nurtured, may well be incompatible with such pressures, resulting in a greater return to streaming and special classes.

Above all, there is the conception of the mainstream curriculum put forward in these proposals. In recent years, developments in both primary and secondary education, but particularly the latter, have made mainstream curricula much more appropriate for, and sensitive to, the needs of pupils with learning and other difficulties. The reinforcement of the traditional curriculum in secondary schools and its imposition on primary education, particularly when tied to national norms, cuts across such developments and will make it more difficult to offer a curriculum open to all our pupils.

These are not just minority issues. Experience suggests that integration has many positive benefits for non-handicapped pupils while collaboration between special needs and class and subject teachers can enhance teaching methods for all.

DR HAZEL BINES
Senior lecturer in education (special educational needs)
Oxford Polytechnic

State education would drop to second-class status

Sir – I am very concerned that the national curriculum which the Government wishes to impose will drive a further wedge between independent and maintained schools.

I am particularly concerned about the effects on the 14 to 16-year-old. Hitherto, children have been able to follow a curriculum leading now to GCSE examinations in a variety of subjects without national constraints being imposed on them. While I would accept that some constraints could be introduced for perhaps 60 per cent of the pupils' time, the present proposals impose a curriculum for 85 – 90 per cent of the time. These provisions insist that every child continues to study a modern foreign language and technology to 16. I believe that it is inappropriate for less able and poorly motivated children to be compelled to continue a modern language or to study technology. There are so many useful and valuable subjects which can be studied by the 14 to 16-year-old that it is immensely sad that the pupil's choice is to be removed almost completely.

The present arrangement in my school is that every pupil after the age of 14 devotes more than 10 per cent of his or her time both to English and maths (the provisions of the national curriculum will make this impossible) and must study at least one science subject. All pupils are strongly encouraged to include a humanity, creative or modern language study, and the vast majority do. I think it entirely inappropriate to compel pupils of this age to study things against their wishes because we will achieve only an outward conformity to the law and not the real substance of education.


Combined sciences – narrow choice?

I am particularly concerned that the national curriculum insists that all sciences studied within the 85 per cent directed time must be combined sciences. The majority of schools, certainly in this part of the country, provide facilities for children to study the separate sciences – chemistry, physics and biology – as this provides a better grounding for A level studies and also receives a wide measure of public support.

If we were to be compelled to prevent pupils from studying the separate sciences, not only would they be at a disadvantage when beginning A level studies, but also there would be a powerful incentive for parents to move children to schools not bound by the terms of the national curriculum. State schools in this area which have to compete with a large number of well-endowed and successful independent schools would be hard-pressed to retain pupils with ability in the sciences and the state system of education would be, by the fact of the national curriculum, a second-class system.

There are a number of children, especially in the inner city areas, who are not excited or motivated by the traditional curriculum and schools have developed courses like those organized by the Technical and Vocational Education Initiative and City and Guilds, who provide them with a balanced and appropriate curriculum. By denying this to these children the Government will exacerbate the problem of disaffection and truancy.

I believe that the national curriculum has become something of a crusade with the Secretary of State and I fear that his proposals may be adopted without modification in spite of the almost universal opposition from educationists. If this does happen then the disadvantage of the maintained sector will be greatly increased.

L A SMY
Headmaster
Coopers School
Hawkwood Lane
Chislehurst, Kent

Machine tooled

Sir – I read with interest and increasing alarm the views of teachers commenting on the national curriculum proposals (*TES*, September 18). Having waded through the 34 pages of the consultation document I share the concerns of these contributors.

Surely all teachers must see these proposals as the most serious retrograde step in the past 30 years. National consistency is an aim most teachers would support, I suspect, but flexibility of interpretation must prevail. To suggest that we can operate a common curriculum geographically is, I feel, a joke, when one considers the existing north-south divide and differences in employment, attitudes, values and life-style.

I would uphold the virtues of providing pupils with a school experience which equips them with the "knowledge, skills and understanding they need for adult life", but the return to compulsory testing, imparting facts, and the compartmentalism of subjects cannot be the means of securing this experience.

The recent progress made in diffusing these barriers, encouraging cross-curricular links, getting teachers to work together as teachers of children not just subjects, has been beneficial. Innovations such as the Technical and Vocational Education Initiative (in particular the Sheffield model which affects all pupils across the ability range) is now being seen by the community as effective and, more importantly, enjoyable for those involved.

To send teachers back into the confines of their subject disciplines, following the ancient model of the seven areas of educational experience, makes a mockery of these recent worthwhile developments.

What of guidance and personal social education? A non-examination subject granted, and therefore deemed to be of minimal importance. Can it really be diffused across the curriculum effectively? I suspect not. The vital aspects of courses involving social and emotional developments will be lost within structured, examinable subjects.

Young people who are preparing to enter adult life need the opportunity to develop their communication skills, need encouragement to articulate their views and to listen to one another. Will there be any time for this to take place? Sadly, I doubt it.

The mechanistic assumptions that prevail in the national curriculum document must worry those who value the development of the whole person. It appears to ignore the view that learning is a life-long process of which compulsory schooling is only a small part.

MAUREEN GARDINER
Deputy head
Wisewood School
Rural Lane
Sheffield

Weed control

Sir – "How many teachers", asks Gerry Pritchard ("Those who can't teach", *TES*, October 2) . . . "could point the finger at a colleague who is a disgrace to their profession?"

Before doing so, perhaps they, and Mr Pritchard, should examine carefully the criteria and evidence with which they could substantiate their judgements on what constitutes teacher competency. Every profession has, by definition, its above and below average performers; the problem is what are the specific criteria and indicators of average performance, or for that matter incompetent performance which appears to be not only Mr Pritchard's major concern but also his principal justification for advocating a system of regular teacher appraisal.

The Government's present intention of introducing regular testing of children at the ages of 7, 11 and 14 is tarred with the same simplistic solution brush and lends one to ponder upon the remark attributed to the American newscaster Eric Sevareid that "the chief cause of problems are solutions".

While supporting Mr Pritchard's belief that the answer must lie in some form of periodic appraisal of teachers, including headteachers, his punitive, incompetency-orientated, "grab 'em by the throat and their hearts and minds will follow" approach is anathema to the philosophy of the pilot study in teacher appraisal being carried out in Somerset, and five other local education authorities at the present time.

Most enlightened l.e.a.s (Somerset included) already have formal procedures agreed with the teachers' associations for dealing with incompetent teachers which are effectively used. Moreover, the ACAS Report of the Appraisal and Training Group makes it clear that disciplinary procedures should remain quite separate from the National Appraisal Scheme.

As David Trethowen remarked: "Teacher appraisal is much too valuable a tool to be used only to weed out the ineffective."

We believe that all teachers are capable of professional growth and that this is best achieved through a supportive and participative system of professional review and development.

VICTOR GANE and JOHN WYATT
Somerset Review and Development Project
Bridgwater
Somerset

Letters for publication should be kept as brief as possible and typed on one side of the paper only.

Barry Taylor

Sir—Since my husband's death, I have been overwhelmed with love and support from people who knew him, and it has been a great comfort to me and the family to know that we shared Barry with so many people.

I have received hundreds of letters from people all over the country and, indeed, other parts of the world, expressing high regard and affection for Barry as a colleague and friend.

Though I would have liked to have replied to them personally, you will understand that it would be impossible.

I would like to express my sincere thanks to all those who shared their feelings with us through letters, cards and flowers, for giving me strength when I most needed it.

Barry will be remembered as a very special person to his family and friends, and by his colleagues and everyone in the education world as a man who was a passionate supporter of all that was best in education and who never forgot that it was children and young people whom he really served.

CAROL B TAYLOR
Princess Road
Taunton
Somerset

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SEX EDUCATION I

Licenced to pervert

Peter Mullen

The Department of Education and Science's new circular, *Sex education at school*, has some good things in it. Particularly commendable is the plain directive: "There is no place in any school in any circumstances for teaching which advocates homosexual behaviour, which presents it as the 'norm', or which encourages homosexual experimentation by pupils." The moral imperative here is strengthened by the danger of Aids; but the DES must not restrict itself to prohibiting the advocacy of homosexuality – it must also discipline schools and local authorities which defend homosexual behaviour.

But the circular does not go far enough as it allows that homosexuality may be described and explained: ". . . to present facts in an objective and balanced manner so as to enable pupils to comprehend the range of sexual attitudes and behaviour in present day society".

This amounts to licence to teach perversions. And who is able to draw the line between describing and explaining on the one hand, and advocacy on the other? Certainly not impressionable teenagers whose curiosity about exotic sexual practices has been fired by teachers too zealous in explaining "the range of sexual attitudes and behaviour". Is this to include the attitudes and behaviour of some of the more wanton pop stars and soap opera sirens, for instance? In truth, it is better that some aspects of sexual behaviour are not mentioned at all.

Good, too, is the DES insistence that, ". . . giving an individual pupil advice on the provision of contraceptive advice to girls under 16 without parental knowledge or consent would be an inappropriate exercise of a teacher's professional responsibilities, and could, depending on the circumstances, amount to a criminal offence".

But there is a loophole: "where the syllabus for a course in biology requires that pupils demonstrate some understanding of the facts relating to family planning, teaching in accordance with that syllabus is permitted, notwithstanding any indication to the contrary in the governing body's policy statement on sex education". So a teacher approached for contraceptive advice would be within DES rules if he replied, "I'm not allowed to tell you, Sharon; but if you want to know, join Miss Whatsit's biology course".

Not good is the provision that, "Governors will have the discretion . . . to reject requests from parents for their children to be withdrawn from any sex education to which they object". I should not wish, for example, my children to be taught about homosexuality and the full range of society's sexual attitudes and behaviour. Besides, the right of a parent to withdraw his child from sex classes is a fundamental moral right. And the governors' dictatorial powers, prescribed here by the DES, contradict the circular's admirable opening statement: "Parents are the key figures in helping their children to cope with the physical and emotional aspects of growing up."

Excellent is the injunction, "Sex education should be given in such a manner as to encourage pupils to have due regard to moral considerations". My reservation here, though, is, bluntly, "whose morals?" The circular talks of "the full range of sexual attitudes and behaviour in present day society". That implies moral chaos.

Primary schoolchildren, says the DES, should be taught how to "cope with the physical and emotional challenges of growing up" and they should be given "an elementary understanding of human reproduction". That sounds fine, but in my experience almost all sex-educators concentrate exclusively on the physical: all gynaecology and no human affection. The textbooks present sexual relationships as if they are a branch of mechanical engineering.

It is good to learn that, "In the secondary school . . . opportunities for considering the broader emotional and ethical dimensions of sexual attitudes and mores may arise." But that "may" should become "must". I used to teach in a school where the only concession to "emotional and ethical dimensions" was an annual visit from the consultant venereologist with his horrifying colour slides.

Two cheers, then, for the DES. It is trying to offer guidelines on this sensitive subject in a society which does not always cling to the old moral certainties. But if I were asked to offer some advice of my own, I should say that the whole concept of "sex" as something which one "has" – like a headache or a very good dinner – is inimical to what is really needed: guidance for our pupils on human relationships.

The language of sexual instruction – as the Aids publicity has shown – has become glib, mechanical, cut off not only from its moral roots, but from its human aesthetic roots as well.

The Reverend Peter Mullen is vicar of Tockwith and Bilton with Bickerton, York and a chairman of governors.

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PARENT INVOLVEMENT

Crucial feelings

Roger Hancock

The idea that we should look to existing standardized reading tests to justify involving parents in reading seems ill-conceived and very out of touch with current developments in the teaching of reading.

In a recent survey of all 72 Brent primary schools I found, that nearly all schools encourage children to take books home to read to their parents. More than half are operating structured home-based reading programmes and a third wanted to set up a structured programme.

Just over half of schools use parents as reading helpers in class and nearly three-quarters of those doing so wished to encourage this form of help. These results reflect a high level of commitment to the idea during a period of prolonged industrial action.

Education should be concerned with measurable performance gains but I feel that many important aspects of learning do not respond to quantifications.

Brent schools tend to take into account what are often seen as "spin-offs" but, what are in fact, central to parent involvement: improvements in children's attitudes to reading; closer home-school links; increased child-parent understandings; greater awareness among children, parents and teachers of unacceptable bias in children's literature.

For many, these are justifications enough for involving parents in reading. Brent, however, also recognized that it should be possible to provide further evidence of children's actual reading progress.

Traditionally, this has been measured by standardized tests but these are preoccupied with specific skills of analysing print. Brent wanted to recognize the crucial part played by language ability, behaviour, feelings and motivation in becoming readers who wish to read.

Such a conception of reading development presupposes that, from an early age, children have access to good books and not the distortion and compromise offered by most reading schemes.

Taking this view, progress is complex and much more than the ability to read increasingly difficult words. It is to do with educating children to be thinking critical and involved readers and many Brent teachers have recognized the important contribution that parents can make to this enterprise.

Existing standardized reading tests cannot measure this and the Brent Learning Resources Service is seeking an alternative. It is developing a way of monitoring and assessing the complexity of reading progress within a "real book" approach to the teaching of reading. Needless to say, parents will be encouraged to contribute to this assessment.

Roger Hancock is a learning support teacher in Brent. More details of his survey can be obtained from him at BLRS, 67 Wyndham Avenue, London NW10 3AN.

SEX EDUCATION II

Positive gay images

J Martin Stafford

Although the recent Department of Education and Science circular on sex education covers a range of topics, the one which attracted the most media coverage was – predictably – the treatment of homosexuality. It has been widely supposed that the purpose of this document is to curb the "positive images" policy adopted by the Inner London Education Authority and several other l.e.a.s. I doubt that it will prove effective in this, not so much because it lacks the force of law but because it is evasive, equivocal, and at times almost contradictory.

It is reassuring to note that "The Secretary of State considers that the aims of a programme of sex education should be to present facts in an objective and balanced manner so as to enable pupils to comprehend the range of sexual attitudes and behaviour in present day society . . . and to make informed, reasoned, and responsible decisions about the attitudes they will adopt both while they are at school and in adulthood".

However, it also observes that "It must be recognized that for many people, including members of various religious faiths, homosexual practice is not morally acceptable, and deep offence may be caused to them if the subject is not handled with sensitivity . . ." This conveniently understates the problem in that such people will be offended – not to say outraged – if homosexuality is given *any* mention which is not entirely censorious and negative.

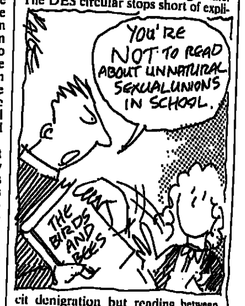
Admittedly, the predicament of the DES in trying to reconcile the needs of homosexuals with the bigotry of zealots is unenviable, but the resultant mish-mash of contradiction is surely no basis for policy at all.

The circular twice reiterates the requirement of the 1986 Education Act that sex education should encourage pupils "to have due regard to moral considerations and the value of family life". Indeed it should. But what is a family? In particular, does a stable household which comprises two persons of the same sex constitute a "family"?

Ealing's policy on this is – in salutary contrast to the DES circular – clear and unambiguous. Insisting that homosexuality, like heterosexuality, should be discussed in the context of love, personal relationships, and respect for others, it speaks not of family life but of "home life".

Perhaps the most widely quoted sentence from the DES document is that "There is no place in any school in any circumstances for teaching which advocates homosexual behaviour, which presents it as the "norm", or which encourages homosexual experimentation by pupils."

To acknowledge that a significant proportion of the population will grow up to be homosexual and to foster respect for their caring relationships is, I submit, not to advocate homosexual behaviour but merely to recognize it as a fact of life and to respond to it constructively. Inasmuch as heterosexuals outnumber homosexuals, then heterosexuality is more usual than homosexuality, but this does not imply that homosexuality is less legitimate. The DES circular stops short of explicit denigration but reading between the lines might beget a suspicion that that is precisely what is intended.



How, then, are the "positive image" boroughs affected by the circular? I should say hardly at all. Ealing's policy is quite compatible with the DES guidelines and is certainly more clear-headed and consistent. It provides reassurance that there is no desire to proselytize (even if that were practicable) but only "to create an educational atmosphere in which all pupils are able to recognize, with confidence, their developing sexuality".

It gives no countenance to promiscuous, exploitative, or irresponsible behaviour, but rather – as stated above – requires that homosexuality be discussed in the context of love, personal relationships, home life and respect for others. Moreover, it is without the revolutionary ravings which once accompanied assertions of gay rights. It should therefore commend itself to people of all political persuasions.

J Martin Stafford is a former teacher. His article "In defence of gay lessons" is due to appear early next year in the Journal of Moral Education *Vol. 17.*

DIRECTED TIME

A recipe for mediocrity

Stan Bunnell

Directed time is a blunt-edged weapon to get teachers back to parent and staff meetings. In this it has succeeded. Excellent. A time limit to meetings may well concentrate the mind wonderfully, and remove the common scandal of time-wasting, unproductive and badly-chaired discussions. Splendid.

Despite the current emphasis on the pursuit of excellence, however, directed time may well be a recipe for mediocrity and the impoverishment of the quality of school life.

Committed members of staff, even in terms of rigidly controlled and selected activities can easily go over the limit of 1,265 hours. Pastoral activities, curriculum change, essential participation in routine meetings may push any teacher over the allotted hours, even without involvement in areas such as music, drama or sport. Residential courses are a nightmare if you have to distinguish between directed and voluntary time. Some (first-year residential, field courses constituting a required element in a syllabus) cannot be voluntary.

The easy and safe administrative solution would be to shift whole areas into the voluntary area and wait to see what happens. In the best of all possible worlds, that might be a gamble worth taking. But, after years of union action, we can no longer expect unquestioning commitment. The pressures are towards directed, not voluntary, activities. Even in the finest of schools with a long tradition of staff commitment, some activities are going to be lost, unless they are directed.

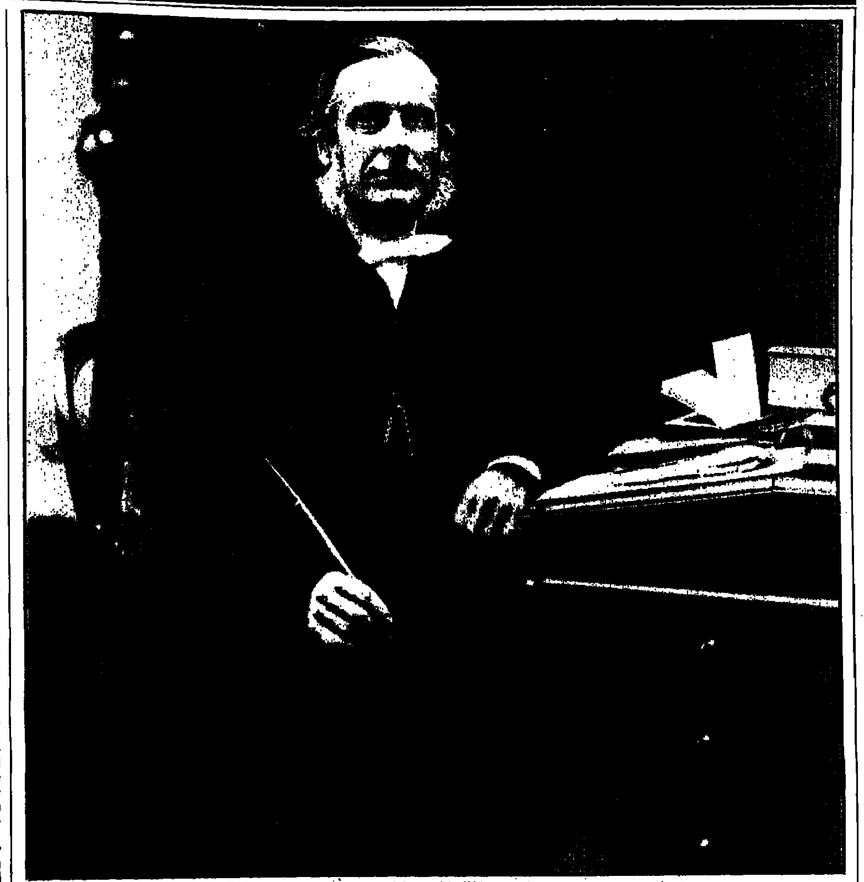
We are all engaged in a crazy, unprofessional game of Snakes and Ladders, where directed time will be the ladders and voluntary participation the snakes. The one will be regarded as first and the other as fourth division pursuits.

It is schools with a rich and varied community life that are facing problems; the mediocre, lifeless schools will gain by ensuring a minimum level of participation. Has the "bright day" of voluntary professional commitment gone? Are we heading for the "dark" of the philosophy of clocking on and off? The danger to the English concept of the good school is immense.

Stan Bunnell is head of Queens' School, Bushey, a large Hertfordshire comprehensive.

A true life

Nigel Richardson recalls one of the most celebrated teachers of the last century who died 100 years ago this week



Edward Thring: 'He fed them with a faithful and true heart and ruled them with all his power'

In 1853, an unknown young clergyman arrived in the East Midlands to take charge of a small country grammar school. The weather was wild, his health uncertain and his pupils openly rebellious; they let off squibs at prayers and deliberately arrived late for his first lesson. Thirty-four years later and a century ago this week he died, leaving behind a boarding school of 300 boys and a personal reputation which stretched nationwide and beyond. According to one of his successors, Lord Wolfenden, Edward Thring was one of "the half-dozen most important educational theorists and practitioners of the 19th century".

Born in 1821, the fifth of seven children of a Somerset village parson, Thring's first education took place in Ilminster – "an old-fashioned school of the flog-flog milk-and-water-at-breakfast type". Then came Eton, the first two years under Dr Keate. Keate taught a hundred pupils at a time; the scholars were locked into Long Chamber for 10 hours a night with no adult supervision. Bullying was rife; Thring became known as "little die-first" for refusing to surrender his fives court to bigger and stronger rivals, and rose to be captain of school.

Five years of classics and theology in Cambridge led to ordination and a curacy in the slums of Gloucester. Thring's health broke down – but not before he had gained crucial teaching experience in the National School there: "Never shall I forget these little labourer's sons . . . they gave me the great axiom 'the worse the material, the greater the skill of the worker'; they bred in me a supreme contempt for emptying out knowledge-lumps in a heap . . . and calling it teaching".

Sent to Europe to rescue his brother Godfrey from an impending engagement to a Fraulein Marie Koch, Thring promptly became betrothed to her himself. Finding permanent work was now urgent. Holden of Uppingham sent Thring to the headmastership of Durham School; Thring was appointed to Uppingham and promptly told a friend: "I think I have found my life's work today."

Thring's career was dominated by four key ideas. Every boy must receive full and equal attention. He denied the belief attributed to Arnold at Rugby that unpromising pupils should be got rid of, regarding him as "a great man but a bad schoolmaster . . . A good teacher ought to rejoice in a stupid boy as an interesting problem. To teach an upper form requires more knowledge, a lower one more skill in the teacher".

Boys not intellectually gifted must have the chance to shine in other ways. The curriculum was broadened beyond Latin and mathematics into French, German, science, history, art, gymnastics and carpentry; Thring was keen on woodwork. Games were to be encouraged but in moderation: "they are much limited by age. Music supplies . . . the little boy's hope, the elder's pleasure, an all-pervading influence".

Every school had to have "machinery" – an efficient organization, with good buildings and equipment – "the Almighty Wall, the supreme and final arbiter of our schools". Finally, there were the twin phrases "True Life" and "Life Power", referred to so often that his pupils mimicked them. Education must concern itself with every aspect of life, moral and spiritual as well as physical and intellectual. These principles were no doubt expounded to many a prospective parent whom he met off the train at Seaton three miles away, and marched back to Uppingham, his sheepdog at his side.

Machinery and men came quickly. Within four years, he was £2,750 in debt through guaranteeing additional staff salaries. Men of means were persuaded to buy or build boarding houses; they drew the profits but Thring held the power of recommending would-be parents to a house and insisted that no house should exceed 30. The ideal maximum class size was to be 23, 330 the maximum school total: "If there are more boys in a school than the headmaster knows personally, he ceases to be headmaster in the case of those boys he knows little of, and the masters who know them become superior to the headmaster".

He built a chapel, assembly hall, library, workshops and laboratories, a gymnasium, gardens and an aviary. He frequently asserted the importance of a study for every boy as a refuge, and of curtained partitions in dormitories, a reaction against his Eton days. In 1869, Uppingham became the first public school to establish a mission to the poor of London. Yet he still taught extensively. Some thought he terrorized the younger boys too much to be effective, others that his question-and-answer methods to get the conclusion he wanted in sixth-form divinity classes were unscholarly, and that he did not train boys effectively for university exams – a criticism not borne out by the results of a number of subsequently notable scholars.

Thring's surviving diaries are frequently self-pitying and sometimes downright vindictive towards his critics. But his outward self-confidence was bound to arouse opposition, and he could be extremely ruthless with adult and pupil alike. There were dramatic disciplinary confrontations. He tended to hold the community responsible for the actions of a few and to punish it according; an early group of praepostors revolted. The ringleaders were expelled and the rest forced to sign a public pledge that they would enforce the rules.

There was one notable clash with a parent. When he caned a group of boys who defied his warning that they must return to school on time after a holiday, a Mr Jackson informed the press. There was much public comment, one journal commenting drily that "if Mr Thring does not train his boys' minds, he certainly teaches them to mind their trains". Undeterred, when he later found a boy's cricket notice listing teams under headings "Those who have been beaten by Mr Thring" and "those who have not", he observed that "if that game is played again, all the players will be on the same side".

There were regular tussles with staff. Never a compromiser, Thring totally dominated his stage and, while most masters were intensely loyal to him, a sadly large number of able men clashed with him and moved on. Conflicts were recorded in characteristically lurid terms; one of his early appointments was described as "a perpetual anxiety, a canker in our work", yet later became a successful headmaster elsewhere, and later on an inspector of schools.

No battles were more bitter or protracted than those with his governors. With a few notable exceptions, they were worthy and well-meaning, but unimaginative and parochial. They reacted cautiously to their restless, ambitious headmaster with his expensive schemes. At times they seemed to Thring uncaring and deliberately obstructive – especially in the greatest crisis that he and his school ever faced.

In 1875–76 the school was hit by typhoid three times in eight months. Six pupils died; parents began to withdraw their sons. The town authorities still refused to act against wells shown to be hazardous. Thring decided that the school must go elsewhere until they relented. But the governors refused all help in this, financial or otherwise; they were responsible for "the school at Uppingham" and they stuck by the letter of their charge. Thring took over a hotel at Borth near Aberystwyth, a special train transported his equipment, cricket roller and all, in a remarkable display of confidence, all but a handful of parents sent their sons after him. The exile lasted 12 months and showed Thring's infectious enthusiasm at its best, although it was years before the governors and the charity commissioners agreed on how much he should be reimbursed. In subsequent school sermons, Thring regularly drew parallels with the Old Testament Israelites. "He thinks that the Exodus was nothing compared to Borth," commented one observer.

Meanwhile Thring had played a major role in founding the Headmasters' Conference. This followed swiftly on his battle against the Taunton Commission's attempts to end Uppingham's status as a church foundation and to give its governors – who had sent the commissioners ideas about how the school should be run without informing him – wider powers of control over educational issues. His entire staff had offered to resign with him and 80 per cent of the parents had been persuaded to threaten withdrawal of their sons before Thring won the day.

One of the by-products was a conference of fellow headmasters which Thring proposed should become an annual gathering. "If I may fairly claim to have laid the egg which developed into the Headmasters' Conference, Thring did all the clucking necessary", observed Mitchinson of King's Canterbury. He and Welldon of Tonbridge travelled north together to the first conference, in Uppingham in 1869, Welldon commenting: "Thring must be a wonderful man to have made a school like this in the midst of such a howling wilderness."

Thring's final years were less controversial, although there was increasing pressure on him to propel Uppingham along the fashionable path to greater athleticism and militarism. He wrote a best-selling book *The Theory and Practice of Teaching* and became interested in girls' education. In 1887, he invited the London Society of Schoolmistresses to hold their annual conference at the School – "delightful company, not a trace of woman's rights among them". One wrote afterwards, "No school has ever impressed me like Uppingham; other schools may be bodies corporate but Uppingham has a soul."

A few weeks later he wrote his final diary entry: Saturday, October 15th – "And now to bed, sermon finished and a blessed feeling of Sunday coming." He was taken ill during the chapel service and died six days later. At his final house prayers he read the 78th Psalm "So he fed them with a faithful and true heart, and ruled them prudently with all his power" – a fitting epitaph.

Nigel Richardson is second master at Uppingham School.

'A good teacher ought to rejoice in a stupid boy as an interesting problem'

Come back teacher

The national curriculum is widely expected to force primary schools to abandon the integrated approach in favour of more formal subject teaching. Linda Hall argues that there was little to recommend such progressive practices anyway

The Plowden Report gave the green light to the introduction of many unproven progressive ideas in our primary schools. They seemed exciting at the time, but few carried more than a mere hope that they were likely to work more effectively than the older, more formal methods and system that they were supposed to replace.

Among the new ideas was a cluster that involved interests, integration of the curriculum and discovery methods, all of which interrelate and lie at the centre of the progressive credo.

Nothing now typifies a progressive primary school more than that form of organization known as the integrated day. It is to be found principally, but not only, in open-plan schools. Indeed, some would argue that the open-plan design of school building was actually devised to make the integrated day easier to implement than it is in the more traditional design of separate, enclosed classrooms.

This is not to say that schools in traditional buildings do not also attempt to employ the integrated day. They do. Teachers remove doors (and sometimes whole walls are demolished) to suggest that movement at will around the school is not prohibited. But the nature of traditional school buildings is such that it must inevitably restrict the degree of movement. The school day largely takes place in the classroom rather than in the school as a whole, although children certainly have access to other rooms whenever they wish.

In whatever kind of building, the integrated day embodies an almost total rejection of the educational past in style, content, organization and method. There is no set timetable or (more favoured word at present) schedule, day to day or week by week; no particular subject that a class or even individual child should be working on at any given time during the day. Indeed, the old subject teaching as such is studiously avoided. This provides each child with the utmost freedom of choice to do just what takes its fancy and pursue its own interests into whatever part of the school these should lead. However, most schools will add the proviso (thus compromising the ideal and recognizing one of its inherent weaknesses) that the child is free to choose as long as *some* maths and English are covered at some point during each day.

Essentially such a system promotes individualized learning, which means that the child works at its own pace on a self-chosen activity. This freedom of choice, which is one of the cornerstones of progressive education, is deemed necessary to develop the child's autonomy, the ultimate goal of all educational endeavour. As a result its supporters see it as more democratic than the older, more formal methods.

However, some see it as less democratic because, paradoxically perhaps, autonomy at seven may well militate against the possibility of

'Too many choices too young may be a very bad way to develop autonomy'

autonomy at 16. Few seven-year-olds are sufficiently precocious and well-informed to know what to pursue that will stand them in good stead as school-leavers and actually enhance their life chances. Those who seem to are mostly from educated, middle-class backgrounds whose parents have influenced their ideas on what they ought to be doing within the freedom of the integrated day. But most pupils, including the vast majority from working-class homes have little idea about what is appropriate. Their parents rely on the school to induct their children in a sustained way into those bodies of knowledge that will make well-informed choices possible at the age of 16.

R S Peters, Emeritus professor of the philosophy of education at the London Institute of Education, warned two decades ago in *Perspectives on Plowden* that too little is known about how autonomy is developed:

"It may well be that a very *bad* way of developing it is to give children too many opportunities for uninformed choices too young. One thing, however, is obvious enough: that the notion of autonomy makes very little sense unless a child first has a grasp from the inside of what following rules means and has taken rules into himself between which he has to choose . . . As Whitehead wisely put it, the stage of generalization or autonomy comes after the stage of precision. The implication of all these points is that it is essential for children to be initiated into skills and bodies of knowledge which are part of our public heritage, before they can sensibly strike out on their own".

The freedom of the integrated day with its emphasis on interests renders problematic, if it doesn't actually preclude, this necessary laying of foundations.

The integrated day alters utterly the teacher's role. In the short introduction to Part Six, the Plowden Report insisted that the "teacher's role is less crucial than was formerly thought". The teacher was to be guide not instructor, "leading from behind". Teaching itself was actually denigrated: "The school is not a teaching shop". Apart from misrepresenting teaching as something akin to promoting mere rote learning, Plowden effectively deskilled the teacher and gave her a backseat in the process of children's learning.

Indeed, Bernstein observed wryly in *Perspectives on Plowden* that "of the 46 plates (of illustrations) which occupied virtually the whole of the chapter on Aids to Learning and Teaching only two contain a teacher. One might be forgiven for imagining therefore that teachers are aids to neither."

Bernstein also noted that Plowden had crudely dichotomized "being told" and "finding out", as if they were two mutually hostile ways of learning. R S Peters went so far as to complain in the same volume that as a result of Plowden we are now turning out "teachers for whom *teaching* has become a dirty word". What is surprising is that



Back in the front seat: formal class teaching exposes children to the language required for complex thought

professionals should have been so willing to embrace methods that would effectively downgrade their role.

For it is undeniable that the integrated day renders untenable if not impossible any prolonged formal teaching of a class. Instead, a teacher's job is the recessive one of a manager of resources, a supervisor, an "arranger of the context" as Bernstein put it, who gives out instructions for the day which frequently amount to no more than "now get out your folders and carry on where you left off yesterday". This does seem an incredible waste of a teacher's wider knowledge and superior command of the basic, as well as the higher intellectual skills which are likely to remain largely untapped during an integrated day as children hare off in pursuit of their interests.

However, it is a point worth making that it is easier for the teacher whose own skills are weak to remain undetected in such a system. As a case in point, I once saw a former student of mine teaching an integrated day, who had failed two curriculum courses including English and whose command of even the basics of English was extremely weak.

The lack of a sustained input of teacher time during an integrated day is of most serious concern. This is because children can pursue their interests only at a rather superficial level. As children, they lack the facility to deepen study and understanding for themselves. For this a trained adult is essential. Yet this person is largely absent in an integrated day.

It is the teacher who has the skills to devise a challenging sequence of structured steps (otherwise known as a lesson) which will promote effective learning. It is the teacher who can so organize those steps as to incorporate a series of gradually more demanding questions which will encourage children to apply their minds beyond a mass of facts in order to make logical connections, to see implications and draw conclusions. In other words, the teacher alone can promote the higher order intellectual skills.

Even if she does occasionally intervene or go to the help of a child or group, given the unpredictable distractions of the integrated day, the teacher's presence must inevitably be less effective, because it is more short-lived, than in a more structured system. It goes without saying, for instance, that she can never spend with one child or group the full 40 minutes or so that she would spend if teaching a predetermined subject to a whole class in a more formally organized school. The more time she does spend with one child or group, the less she can give to others. Some children will inevitably receive no personal attention at all. Lionel Elvin, a former director of the London Institute of Education, was protesting as long ago as the 1960s that "our problem is not with too much guidance of the young (as in the old elementary school) but too little".

It is clear, therefore, that the integrated day must severely limit the amount of adult *talk* that children are exposed to. Nothing could be more damaging for, as the Russians Luria and Vygotsky suggest, language development and intellectual development are inextricably linked. The capacity of the brain to engage in complicated thought processes seems to be closely related to the growth of a wide, precise vocabulary and complex syntactical structures. It is only during formal class teaching that children are likely to be exposed to these complex linguistic structures. But what the integrated day robs is talk among the child's own peer group which is of questionable value.

The theoretical underpinning for the integrated day's total overthrow of the traditional curriculum of separate subjects taught at different and predetermined times during a day or week was Plowden's unfortunate insistence on "the seamless web of knowledge" – that to separate knowledge into distinct compartments is artificial and arbitrary. From this it seemed to follow naturally that the primary school curriculum should become undifferentiated. I say "unfortunate" because, as R S Peters makes it quite clear, Plowden was wrong in this assertion.

"Though it is perfectly true that many problems require a combination of forms of knowledge for their solution, it does not follow from this that distinctions between forms of knowledge are arbitrary. It took acute thinkers such as Hume and Kant a considerable time to establish mathematics is different from empirical science in important respects and that morals is not really much like either of them. Are we suggesting that philosophers since the 17th century have been wrong about such matters? Are we to go back and maintain that religion is indistinguishable from science and that morals is similar to geometrical demonstration?

Surely one of the great achievements of our civilization is to have gradually separated out and got clearer about the types of concepts and truth-criteria involved in different forms of thought. But, of course, the different forms of thought make use of each other once they have been differentiated out."

For intellectual clarity, differentiation of forms of thought (subjects) is crucial and of particular benefit to the primary child who has to have some solid foundation of facts to inform any later pursuit of more general principle.

To outsiders (parents and the public alike) the integrated day in actual practice seems to be chaotic. It often is as children wander at will round the school pursuing what interests them momentarily. It is quite possible under such a system for a child to waste his time and fritter away his day undetected as he flits from one activity to another.

There is a real danger in schools employing this system that children will become mental butterflies changing activities as interest dictates, never being required, as in a class taught by a teacher, to persevere at a task for a given length of time.

Another worrying possibility is that the elements in the timetable selected by the child for itself could be unbalanced. It is quite conceivable that under this system a child could spend 10 minutes on maths and 5 on English, crammed into the end of the afternoon and the rest of the time be drawing or colouring costumes, or copying down undigested facts in inappropriate language from an encyclopaedia or be simply drawing. I do

'The primary child has to have some solid foundation of facts'

know children who have arranged their daily menu in just this unbalanced way.

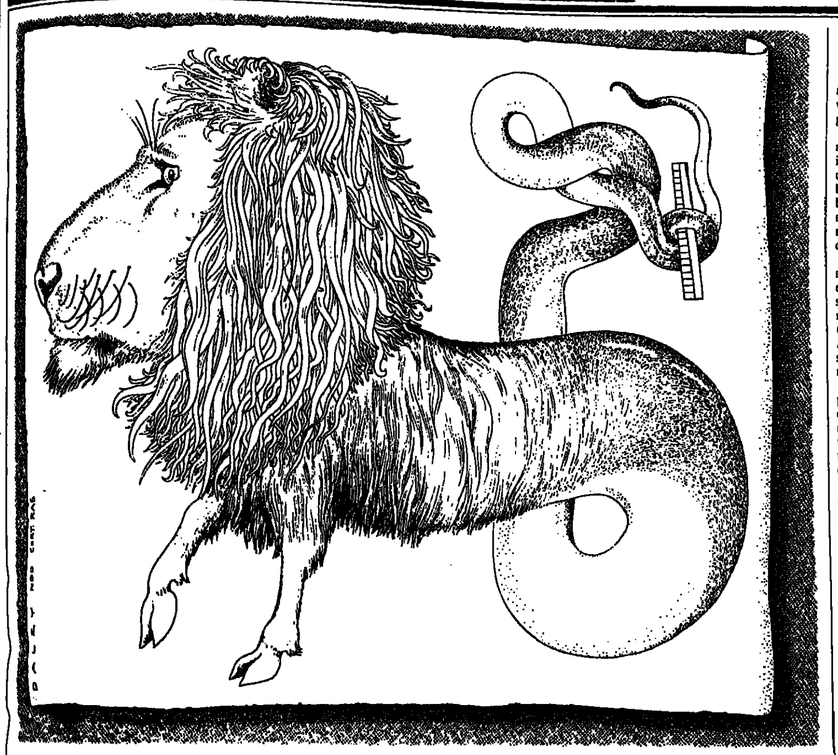
It is small wonder that some parents take fright, especially when their own experience of school was usually of much more formal methods. Even the perceptive or tutored outsider must be concerned how far teaching's crucial job of promoting and monitoring progress can be carried out effectively.

In theory teachers are meant to keep extensive records of what each child is doing. This is not too hard in a more formal system, as lesson plans and mark books testify. In practice, however, most teachers in an integrated system find it too time-consuming and difficult to accomplish. After all, 30 children's choices can be so diverse and disparate even on a daily basis that it would require a race of superhumans to be able to build learning objectives into every choice that each child makes.

Instead, the system seems to take on trust that children will be learning something whatever they are pursuing. Yet without learning objectives it is impossible to assess the success or otherwise of the system as a method of promoting children's learning.

The Plowden Report with its negative attitude to teaching and the teacher reflected the fashionable 1960s tendency to confuse authoritative with authoritarian. It was perhaps only natural that teachers, denied a really positive role, should succumb to a massive loss of nerve and themselves equate class teaching in all its variety with a rigid formalism which had long since disappeared.

Linda Hall was a senior lecturer at Bulmershe College of Higher Education.



The quest for 'standards'

Geoffrey Howson (right) and Roger Murphy (below) question the Government's claim that national tests are 'a proven and essential way' to raise achievement.

Before I am written off as another wingeing educationist (Oliver Letwin, *TES* September 18) who is going to trot out weak and inadequate excuses for the education system, I ought to clarify that I am intensely interested in assessment and agree wholeheartedly that a national curriculum, if it is to work, needs to be supported by an appropriate and rigorous system of pupil assessment.

The problem with the current proposals for national tests at 7, 11, 14, and 16 is that far from fulfilling the hopes of their proposers, they are ill-conceived and misguided. They are also potentially disruptive and likely to do enormous damage to the quality of state education.

The national curriculum consultation document talks of a system of national testing for 7, 11, 14 and 16-year-olds, as "a proven and essential way towards raising standards of achievement". Where is the evidence to support this claim?

The evidence is actually much more equivocal. What we do know is that large-scale national testing schemes around the world have often come to be regarded as a major barrier to the raising of educational standards. Again and again they have led teachers to teach pupils to pass tests at the expense of developing the full range of pupils strengths and offering remedial help for weaknesses.

The idea that national test can keep track of what is going on in schools over simplifies a vastly complicated set of events.

A tremendous amount of exciting developing work is going on which has moved us forward considerably in our thinking about educational assessment. But much of it points towards a very different approach to improving pupil assessment.

School-based developments have gone a long way towards integrating assessment more closely with the curriculum aims of schools, education authorities and the government and the most effective teaching methods that can be used to promote these aims. Such systems have been developed to make assessment more positive experience for pupils, motivating them and giving them positive and constructive feedback on their progress.

Much of this development work has occurred within DES-funded Records of Achievement pilot projects. Sadly the existence of this major assessment initiative is only given a passing mention in the consultation document. Instead, the approach appears to draw much more on the ideas behind the old 11-plus examination.

Age-related attained targets hark back to that era. It is widely acknowledged that for a variety of reasons children make different rates of progress in the various areas of the curriculum. To set up a system that denies this reality is crazy.

There is nothing wrong, in principle, in setting learning targets but what makes a target a good one is whether or not it is appropriate for the learner given his or her particular capabilities, stage of development, and the circumstances under which he or she is operating.

The curriculum working parties, however brilliant, are never going to be able to devise targets that are brief and simple and appropriate for more than a small proportion of children at each age. They have been given an impossible task, made even more complicated by the advice to the working groups from the Secretary of State that: "So far as possible I want to avoid having different attainment targets for children of different levels of ability".

I am also concerned about the narrowing influence that such attainment targets may have on the curriculum and the way it is taught throughout the country. How can these curriculum working groups encapsulate in their targets all that is desirable in a broad, balanced and relevant curriculum? This is the kind of challenge that is all too easy to give to a group of experts and ask them to come back with the answer in a few months time. Getting the right answer or even something that is even vaguely sensible is another matter.

We have already been down this road with the GCSE grade criteria working-parties, and, following the widespread prediction of the difficulties they were going to meet in such an appealing, but nevertheless impossible exercise, they ran into the ground. GCSE has, as we now know, had to be introduced without any grade criteria, and it remains highly doubtful as to whether any are likely to be added in the foreseeable future.

The final issue I would like to raise relates to both how you assess the targets, assuming that some can be agreed, and then report the results to your awaiting audience. Mr Baker, we are told, wants something fairly simple like a five point grading scale, and he also wants teaching to be closely involved in setting and marking the tests. But intensive teacher involvement in national testing will entail expensive in-service training programmes, and perhaps, further GCSE-like debates about payments for additional duties.

Meanwhile, the Assessment of Performance Unit and the GCSE Examining Groups are waiting in the in the wings, ready to be called into action like the army during the miners' strike. It isn't hard to imagine national testing being carried out with hardly any teaching involvement at all. This will place it in a very different and unharmonious relationship with an education system that is ready reeling from a succession of political body blows.

And what about that five point grading scale? How does one summarize the complexities of achievement across a range of attainment targets, produce a single grade on a five point scale, and still convince oneself that one is providing useful and meaningful information about the progress of children in our schools?

Roger Murphy is director of the Assessment and Examination Unit of the Department of Education, University of Southampton.

Some years ago, prior to visiting a Middle Eastern country I was told in confidence by the then Ministry of Overseas Development to beware us in "that country the authorities confuse testing with teaching." I wonder how many visitors to Britain will now be given similar warnings?

That something must be done to raise standards and aspirations in British schools, and, particular, in their teaching of mathematics cannot be denied. Our standards, especially those reached by "low attainers," would appear to compare badly with those of, say, Japan, West Germany and the USSR. *The National Curriculum 5–16* is a response to this problem. But what are its chances of success?

The notion of a single national curriculum has attractions, for it would seem to operate well elsewhere. Nevertheless, one might hope for something more forward-looking less compartmentalized and less like that of Joseph Priestley's *Course of Liberal Education for Civil and Active Life* (1768). The substitution of the ill-defined subject, technology, for latin would hardly seem a major advance.

Yet what does a national curriculum mean in practice and how is the introduction of a standard curriculum likely to improve the teaching of mathematics? The Second International Mathematical Study showed there are wide variations in the mathematics taught in different schools in *all* countries.

France, for instance, is often quoted as the great example of uniformity. Yet, although French teachers tended to teach the arithmetic and algebra content of the national curriculum, they often chose to omit topics in geometry, measurement and probability and statistics.

The notion that constant testing raises "standards" is one I have frequently met in the Second and Third Worlds. Standardized tests have also been much used in the notoriously underperforming US system. Indeed, with a weak teaching force such strategies do offer benefits.

But can this justify the suggestion in paragraph 23 of the consultation document that the setting of "nationally prescribed" and "externally moderated" tests at the ages of 7, 11, 14 and 16 is "a proven and essential way towards raising standards of achievement?" If it is "proven", may we know in which country (and in which century)? If it is "essential", how, for example, have Japan, Germany and the USSR managed to raise standards without such a device.

A strong argument can be made for setting clearer attainment targets for teachers. Some way to ensure a closer match between these targets, teacher expectation and pupil achievement must be found. The mechanism proposed in the consultation document would, however, seem over-elaborate and expensive in time, money, administrative and teachers' goodwill.

Simply setting tests and targets will, do little to overcome the root causes of our poor performance. What distinguishes the English system from the more successful ones of Japan and West Germany? Since Japan is essentially comprehensive and Germany tripartite, the structure of the system is clearly not decisive. There are however, no shortages of mathematics teachers in these two countries, for in both teachers are well paid and esteemed and as a result, better qualified.

According to the SIMS study, 91 per cent of the Japanese maths teachers of 13-year-olds and 97 per cent of those who teach 17-year-olds were fully qualified. The corresponding figures for England and Wales were 62 and 66 per cent.

Not only does teaching enjoy a high status in these countries but so do education and schooling. Society and family supply pupil motivation lacking in England – perhaps too much motivation is the case of Japan.

There are other differences in the approaches to teaching mathematics. A significant factor is the emphasis given to a particular topic at any one time. I share current US misgivings about a curriculum which darts quickly from topic to topic. The danger in this fragmentary approach is that students may not have the chance to develop confidence, competence and understanding before they move on to something else, whereas teachers may vainly hope that, although little has been learned this time round, more will be achieved next time the topic surfaces.

Yet this issue cannot be divorced from that of motivation. Variety relieves boredom and aids motivation even if it might hinder learning. What student motivation makes possible in Japan; it might rule out here. For the most discouraging finding of all the international comparisons has been the powerful influence of factors deeply rooted in national; culturnl and political education traditions. These cannot be changed overnight and, alas, are unlikely to be much affected by the introduction of regular testing and of a national curriculum.

Professors Geoffrey Howson is director of the Centre for Mathematics Education, University of Southampton.

Review



The art of looking

Shirley Hughes argues for greater variety in the images presented to children

Being an author/illustrator of children's books is solitary work on the whole, bringing its own pleasures, risks and fulfilment. It's only on the occasional visit to a school or library, talking to and drawing for the children themselves, that you are brought smack up against the enormous responsibility that the work involves. It may be that picture books offer the only drawn imagery that some children will really be able to get to grips with. Quite apart from learning to read, the pictures which they absorb at this stage are important. Young children have such good visual memories, far better than most adults. (Which of us doesn't carry down the years at least one picture we knew and loved in infancy?) The power to look, to absorb, and retain imagery is very strong in them. I suspect that it may fall off a little when the thrilling and prestigious skill of reading is achieved. It can even atrophy badly if not nurtured and encouraged. It's sad to come across so many children in secondary school, not to mention adults (even very highly educated ones) whose visual memory is poor and aesthetic responses pathetically under-confident.

Nearly all children are bombarded from the cradle with photographic imagery, their visual responses hotted up to lightning speed in a way that is unique to this century. In one way we're the most visually over-stimulated society that ever existed. But film, though an excellent medium for teaching as well as entertainment if properly used, doesn't do much to develop our aesthetic response. For one thing, the pace at which we see the image is controlled not by ourselves but by the film director. Comparison between the nature of photography and that of drawing is too big a subject to discuss here, but I've encountered an alarming number of children of school age who hardly seem able to discern the essential differences. It's a delight, however, to walk into a primary school where the shared experience of picture books is going strong. Not only does it allow children, whatever their language background, a chance to express their reactions to a story, and thereby reinforce their own experience of life, but equally importantly to make a personal, leisurely exploration of drawing styles.

Just one picture-book enthusiast on the staff of an infant school can mean that whole classes of children are, at a very early age, already able to recognise a variety of styles. They are easily at home with the distinctions between a Quentin Blake, an Ardizzone, a Mitsumasa Anno or a John Burningham; the vibrant surface design of Eric Carle as compared with the fragile tonalities of a Beatrix Potter water colour; or the pleasures of a black-and-white line drawing in contrast with the bravura of a full-colour double-page spread.

Young children seem to draw naturally and with complete confidence. They clearly take pleasure in producing symbols and in learning to use colour for its own sake. This doesn't mean that they are all going to become artists (heaven forbid!) or that one should try to retard this wonderful directness of attack from developing to the next stage when getting to grips with drawing skills begins. Much of the work they do at primary school is stunning in its own right, especially to adult eyes. I suspect that for the children themselves it's the doing of it that counts. It's entirely right and proper, of course, that they should see their work honoured by being put up on classroom walls, but I do admit to a certain unease in schools where they are surrounded by nothing but their own imagery. Nobody, surely, would attempt to train a child's musical ear by playing exclusively tapes of their own efforts?

In the northern suburb where, in the Thirties, I grew up, many people hung their walls with framed reproductions of the Old Masters. Ours were of the Dutch School. (The sweet and unnervingly goody-goody works of Margaret Tarrant were reserved for the children's bedrooms). The intimacy of Pieter de Hooch's back courtyard and the tantalising glimpse through the narrow alley-way into the street beyond, and the Vermeer interiors lit (always it seems, from the left) by large lantern-like windows, communicated themselves to me so strongly as I stared at them at meal-times that they were as familiar to me as my own home. Nobody told me where these houses were. But I'll never forget the shock of pleasure when I first saw these paintings in the original. It was like finding a long-lost friend. Uninformed as I still was, they were the key to looking at other works.

At school we had other reproductions: the Pre-Raphaelites, such as Millais's "Ophelia", more Margaret Tarrant (it was difficult to get away from her in my childhood), and some stirring historical scenes by turn-of-the-century academicians. An odd choice by modern standards but full of clear narrative detail; sometimes lugubrious, alarming even, but more often, to my eyes, very beautiful and always provoking of curiosity. This tended to be dimmed somewhat under the onslaught of "Art Appreciation" classes in which dreary sepia photographs of the Parthenon and Great Paintings of the World were circulated without the benefit of enthusiasm or illuminating comment.

The galleries in this country are full of pictures which tell a story. English and Scottish painting has always had strong literary connections. These are readily accesible to children, who can read them as they do a picture book. One of the mainsprings of renaissance and pro-renaissance art, after all, was the need to tell the stories of the Bible to a largely unlettered populace. (It's a great mistake to assume that the unlettered are lacking in visual perception, far from it.) Breughel, Dürer, Masaccio, the Impressionists and many others can also be understood on a simple level as well as a profound one. Animals, both real and mythical, abound in all schools of painting. The wonderful clothes of 17th and 18th century-portraiture appeal to the dressing-up instinct in us all. And you don't have to be an art connoisseur to respond to that unique record, made by Rembrandt in his self-portraits, of a journey from the swaggering confidence of youth to the most profound expression of old age. The full range of mature art cannot, of course, be fully grasped by children. But when it comes to gallery and museum visits, the ones who can recognise a selected handful of pictures with which they are already familiar in reproduction are streets ahead. Postcards, grouped together in a theme, can work wonders. But, as with stories, there has to be an adult around who's enjoying them too and prepared to back their own taste.

Young children who have been introduced to narrative through picture books quite naturally regard a story as a satisfying fusion of word and image. They produce their own stories in this way. It's only later, sadly, that the pictures get separated out; often physically, when they are encouraged to do a drawing in a "box" at the bottom of their paper – if there's time, that is, after they've written the words. This dichotomy is reinforced the higher up the educational ladder they get. Older children, who will tell you that they "can't draw" are nevertheless producing beautifully drawn information in their biology and geography notes under the impression, despite the pleasure and satisfaction gained, that it's not "proper art".

When education was first extended to every child and Christian religious teaching was a crucial part of the curriculum, much of the imagery offered to children was mawkishly sentimental, even guilt-inducing. But, as with the marvellous poetry of the Bible and the half-understood resonances of hymns, some of the Real Thing may have inadvertently got through. Now, faced by the challenge of educating children from many diverse religious backgrounds, and perhaps even more who have none at all, their need for a strong, sustaining humanist imagery has to be carefully considered.

Looking, like listening, is a skill. It has to be brought on in children. If looking at pictures is presented solely as an adjunct to learning to read, to be quickly discarded as babyish later on, they may lose touch with a life-long pleasure. More seriously, a void is created which will inevitably be filled by television. Much is said of the damage which excessive television viewing does to children's literacy if not accompanied by a lively experience of the real world, through chat, games, laughs and family exchanges as well as a ready access to books. It must follow that a powerful counterflow of alternative visual imagery must also be offered if we are not to become an aesthetically anaesthetised society. There is very little for many children, outside the enjoyment of picture books, other than the highly finished but often slick imagery of advertisements (accompanied by the inevitable hard sell) which, however clever and accomplished, is surely not enough. Comics and strip-cartoons, with the exception of the triumphant vitality of the *Beano* style (long may it flourish), tend more and more towards the ultra-bland or the hideously distorted.

> 'Nobody, surely, would attempt to train a child's musical ear by playing exclusively tapes of their own efforts'

Offering children a more richly diverse range of imagery, in school and out, has nothing to do with highbrow aesthetics. It fulfils a central, unifying and far-reaching need.

Shirley Hughes has illustrated over 200 books since she began her career in the 1950s. Her latest are Another Helping of Chips *(Bodley Head) and* Lucy and Tom's 1.2.3. *(Gollancz).*

The Return of the Native Reporter. By Robert Chesshyre.
Viking £12.95. 01 670 817341

Uncomfortable words

Edward Blishen on Robert Chesshyre's analysis of modern Britain

Even readers grateful to Robert Chesshyre for his book will come to the end of it with a sensation of bruises and bloody noses. He has done a valuable thing, and that it's also an immensely painful thing is a mark of its value. He has looked at Britain with the eye of a newspaper correspondent who'd spent four years reporting from Washington. That was enough to make him a startled stranger.

The Britain he sees is utterly dreadful. Whether he's looking at the North-South divide, at no-go estates like North Peckham, at extravagantly salaried yuppies who get a nasty enjoyment from living on the fringes of working-class districts, the discussion leads again and again to horrifying conclusions – some his own, some those of the great variety of people to whom he talked. "The potential for violence is enormous: it only needs the inhibiting factors removed for an instant." "We have made greed, envy and avarice respectable." "It must be the ultimate industrial disgrace that a nation of telly addicts cannot manufacture the sets that enslave it." Many of us, walking about our bit of Britain, have felt this and that bit of shame and dismay: here is something like a total picture.

The chapter on the schools will be full of melancholy echoes for anyone whose educational memory stretches back over the last 30 years or so. He was in 1963 that Newsom said we hadn't begun to tap the potential of ordinary children. Part of our present plight follows from our not having done it then, or since. "We don't believe", says Mr Chesshyre, "in the great mass of what we used to call working-class people having the talent or ability to do anything other than unskilled jobs or play football." He notes that perfectly sensible people fall prey to the propaganda pumped out about the comprehensives. Perhaps, he suggests wryly, British snobbery might have been assuaged had they been called high schools. He looks closely at a comprehensive in Knutsford (which wasn't sure it was wise in the present atmosphere to offer itself to be looked at by a journalist), and; aware that a school is difficult to assess, comes away admiringly: "With more resources," he believes, "greater public and political support, and a full range of children", the comprehensives "might do magnificently." He is made angered by the miserable esteem in which teachers are held.

In the context it may seem odd to accuse him of leaving out a black detail: but I wish he had taken a fiercer measure of the increase in those destructive forces with their origin outside the schools that in the last decade have so enormously enlarged the odds against the teacher. Things are made as bad as they could be for the best and luckiest of schools. But then he writes furiously about the promotion of the "national appetite for inconsequential distraction" and about the tabloid press, that frightful alternative classroom.

As the argument develops, Mr Chesshyre's despair about the condition of Britain is seen to be strengthened by his admiration for much in the condition of the United States. He thinks many of us are too easily and ignorantly anti-American. *There*, he says, is a society more open, not hobbled by our impenitent class system, and almost beyond calculation more generously educated. As it happens, while I was reading the book I met the American adventurously working in Britain whom Mr Chesshyre quotes as thinking he might go home for the sake of his children's schooling. Well, he wouldn't do that, in fact, said my friend. In the end there was something about being in Britain that, he thought, added a valuable element to his children's experience. His own belief was that a mixture might be marvellous – half the British thing, half the American.

This is an uncomfortable book that should be read even by those of us who suppose we're uncomfortable enough, thank you.

Edward Blishen's latest volume of autobiography is The Outside Contributor *(Hamish Hamilton £10.95).*

BOOKS

Fathomless depths

Anthony Clare reviews an encyclopaedic study of the human mind

The Oxford Companion to the Mind. Edited by Richard L Gregory. Oxford University Press £25. 0 19 866124 X.
Mindwaves. Edited by Colin Blakemore and Susan Greenfield. Basil Blackwell £19.50. 0 631 14622 9.

One of the several hundred contributors to Richard Gregory's towering compendium invites his readers at one point to think of the mind and the body as two opponents engaged in a tug of war. It is, as these two books illustrate in their different ways, an apt analogy. It seems highly appropriate too that the latest Oxford compendium should open its one thousand and one entries with a terse little essay on the abacus, that ancient attempt to master calculation, and end with an even briefer yet no less informative account of Zeno of Elea, the philosopher of paradox. Science and philosophy wrestle with what is the greatest calculation of all – the nature of human consciousness – yet, paradoxically, while never before has man known so much about the workings of his own brain, he knows little more about the process of knowing; about consciousness itself. The array of the subject matter in the *Companion* is astonishing and reflects its editor's own breadth of interest and gusto for the subject. There are economic and lucid accounts of such diverse topics as the nature of artificial intelligence, the role played by abstract processes in pictorial representation, the developments in X-ray imaging of the living brain, the history of hypnotism, the function of the limbic system, the importance of neurotransmitters, the psychology of music and the potential of cybernetics. Schizophrenia, dreaming, sexual development, anaesthesia, ESP, problem-solving, pseudohallucinations, neuromodulators – virtually anything that has a bearing on our understanding of mind, that elusive ghost in the brain-machine, comes under sober scrutiny.

Gregory goes one further, however, and invites some contributors to write not merely on their own particular area of expertise but on their very own work. So there is a somewhat inflexible account of behaviourism by Burrhus Skinner, a translated essay on neurolinguistics by Alexander Luria (who, sadly, died shortly afterwards), a substantial piece by Noam Chomsky on his own theory of language and an extraordinary apologia by R D Laing, in which the author throughout disconcertingly refers to himself in the third person, thereby conveying the impression that it has actually been written by somebody else entirely!

Inevitably, there are omissions and idiosyncrasies. There is, for example, an erudite if somewhat abbreviated review of the efficacy or rather lack of efficacy of psychotherapy yet no proper discussion of what psychotherapy actually is. Psychopharmacology seems somewhat abbreviated, molecular genetics a surprise exclusion, and the discussion of the concept of a delusion unexpectedly thin. Nowhere is Karl Jaspers mentioned, not even by Laing, yet the fact that to date he is the only first-class philosopher who was also a trained psychiatrist, whatever one feels about his contributions to psychopathology and phenomenology, might have warranted at least a paragraph in a book that can devote space to Alexander Bain, William Cheselden, and John William Dunne. Curious too that space is found for George Humphrey, whose main claim to fame is that he was the foundation professor of psychology at Oxford, yet there is nothing on the actual development of psychiatry and psychology as specialities within clinical medicine over the past two centuries nor on the major institutions in Britain, Europe, the US and elsewhere that have contributed to such a development.

As it is, the *Companion* is a large book, certainly heavier than the human brain it is trying to fathom, and the tug of war between mind and body rages throughout it. So many of the entries concern the luminous array of intellects – Aristotle, Plato, Locke, Newton, Bacon, Darwin, Wittgenstein, Ryle, Russell, Ayer (another contributor) – who over the centuries have struggled with the problem of mind. So many, too, concern those practitioners, the gifted and the charlatan, the intuitive and the rational, who battled to bestride the enormous gulf between theoretical knowledge of mental function and the clinical needs of the mentally ill. Here the roll call – Mesmer, Charcot, Wernicke, Kraepelin, Korsakoff, Pavlov, Bleuler, Adler, Jung, Janet, Freud, Watson, Piaget – is truly the history of psychiatry. How that history stands poised on the threshold of change is illustrated at various moments in this tantalizing collection, and in particular by those sections devoted to Sperry's work on the split-brain and its implications for our understanding of consciousness and personal identity.

The insights derived from the work on divided brains are the subject of more detailed consideration in *Mindwaves* and indeed many of the contributors are common to both enterprises. It is, however, an irritatingly uneven book, its first section, ostensibly about the making of an individual, wandering from Gordon Claridge's personal psychological theory of schizophrenia by way of Michael Argyle on human non-verbal communication to Anthony Storr's forthright conclusions as to why psychoanalysis is not a science, and an essay by Brian Farrell on psychohistory which is a real gem. There are sections devoted to the question of animals and machines – do they have minds? – and sections of such complexity devoted to the mind-body question and the nature of mind as to test this reader's mental ability, and indeed patience, to the limit. The final conclusion would appear to be that of Donald MacKay who, having reviewed the stimulating information emanating from split-brain research, is forced to admit that how the activity of the self-supervisory system that we all seem to possess in our brains gives rise to our conscious experience remains "totally mysterious".

Anthony Clare is Professor of Psychological Medicine at St Bartholomew's Hospital Medical School.

Rhythm stick

Hard Lines 3. Chosen by Ian Dury, Tom Paulin and Fanny Dubes. Faber £2.95. 0 571 14645 7.

Like an ageing disc jockey anxious to keep up-to-date, Tom Paulin introduces this selection of poems and prose with the claim that it differs from other anthologies which require you not to think. The authors represent an alienated youth which inhabits, without illusions, hope or selfpity, a doomed Britain that is "Post-imperial, post-industrial . . . post-everything".

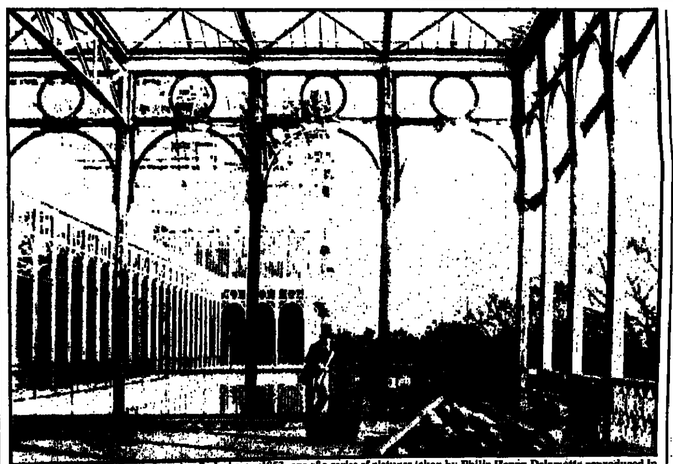
But *Hard Lines 3* isn't as ghastly as that makes it sound. It is less post-literary than *Hard Lines 2*, with fewer performance pieces. Indeed, the best poem is the elegant, allusive and highly literary "The Tree outside my Window" by Ciaran O'Driscoll. (Surely not the Ciaran O'Driscoll with grey hair, who lectures in County Cork, the poet represented in Blackstaff Press's *Trio* series? Would he qualify for the "new generation" promised in the blurb? There are no notes on contributors to check.)

Other successes in the 77 pages are Robert Cochrane's "Miss McCaw", about a transvestite tolerated in a small community, and "Mad Uncle Tom", by one Barney Rubble. Most of the better pieces – and more – portray eccentrics. None of the writers seems weighed down by concern about metre and rhyme. Mike Short attempts ballad form in "Eh Dad, we've got a new teacher", but in general this book would be an unreliable guide to the mysteries of how to write verse or prose, chopped-up or otherwise.

The first poem, presumably favoured by the editors, is "Morning", by Caroline Yasunaga. It suggests strengths and weaknesses in the book as a whole: "The gentleness of secretaries in the morning is something / to behold. When they are arriving, fluttering through the / office and settling to their desks. They are cheery when / exchanging greetings and stories. I have noticed the / gentleness of secretaries before the day sets in and / before they are no longer available to themselves."

While this is a stronger selection than *Hard Lines 2*, there is still an element of special pleading on behalf of the "young" contributors. In the absence of boring old literary technique, admirable attitudes and charm cannot take a writer very far.

Robert Johnstone



The Crystal Palace being re-erected at Sydenham, c1853, one of a series of pictures taken by Philip Henry Delamotte reproduced in The Changing Metropolis: Earliest Photographs of London 1839-79 by Gavin Stamp, now in paperback (Thames and Hudson £7.95).

A voice from the ranks

Argument of Kings. By Vernon Scannell. Robson Books £10.95. 0 86051 444 7

The motto of the Gordon Highlanders is "Stand Fast", but this is precisely what that fine poet Vernon Scannell failed to do. He describes *Argument of Kings*, his extraordinarily moving account of wartime experience, as "a kind of confession": an attempt to exorcise a sense of shame, growing over the past four decades, at having concealed the fact that towards the end of the desert war in North Africa he had "deserted in a forward area" and been sentenced to three years' detention.

Scannell recreates the atmosphere of those years brilliantly: the "smell and taste in the night air (of) the faintly sweet breath of corruption and fear . . . the odour of North Africa, of exile, war, and mortality". The circumstances of his desertion, in the aftermath of a British attack, are conveyed with great economy and power. He writes of a sense not so much of unreality as "a changed, harder and sharper reality", his comrades scavenging among British and German corpses. Scannell, in the persona of John Bain, his 21-year-old self, simply walked away.

He chooses to write of himself in the third person: a technique that sometimes has the unfortunate effect of distancing the reader from the poetic truths of his story. Disconcertingly, the hand of the novelist occasionally blunts the edge of the narrative. But there is nothing blunted in his account of incarceration in a military glasshouse in Egypt. It is a history of mindless degradation and persecution ("You're all cowards. You're all yellow."), accompanied by such lunatic occupations as scrubbing the barrack square or double-marching with buckets of sand (two to a man) from one sand-pile to another. Talking was forbidden except on Communication Parade, when SUS's (Soldiers Under Sentence) were assembled in double ranks, a yard apart and ordered to converse with the man opposite. Unsurprisingly Scannell at first found it difficult to think of something to say.

Discovering that after 56 days an SUS was entitled to a book or magazine, Scannell requested one. When it arrived, it was in Arabic. Eventually, however, George Moore's *Esther Waters* turned up.

Released on suspended sentence in order to take part in the invasion of Normandy ("That's what you're being let out for. To be killed."), Scannell rapidly finds himself in the thick of the French landings and the subsequent campaign. His account, quite unvarnished, is that rarity, a voice from the ranks. The military machine is observed, as it were, from the lower depths. The portraits of his comrades – their talk, their bearing – have the unmistakable stamp of authenticity. Whether the reader likes it or not, one has no doubt that this is how things were.

Badly wounded by gunshot in the course of an investigative patrol, Scannell ends his service in an army hospital in Cheshire, still gamely fighting a rearguard action with the Military Police. Among much else, his tale is one of human courage and endurance. It also reminds us that the Fascist thug was not the exclusive property of the enemy.

Charles Causley

Charles Causley is the author of many collections of poetry including King's Children *(Mid Nag £1.95).*

Witch guide

Three Jacobean Witch Plays. Edited by Peter Corbin and Douglas Sedge. Manchester University Press £29.50.

The Revels Plays series aims to give a "broader perspective" to well-known works of literature. Here it provides the background to *Faustus* and *Macbeth* with three quite different plays on witchcraft.

The introduction distinguishes between the academic controversialists, and the pamphleteers and ballad-makers who reflected the witch-lore gathered at trials and executions. Not only the royal interest but the acquisition of the Blackfriars theatre, with its advanced stage machinery, provoked plays about witchcraft. The three plays here vividly show the range of beliefs and practices, from the necrophilia of *The Tragedy of Sophonisba*:

> But when she finds a corse
> New graved whose entrails yet not turn
> To slimy filth

to the folklore of *The Witch*:

> There was a bat hung at my lips three times
> As we came through the woods and drank her fill.
> Old Puckle saw,

and, more disturbing:

> And fetch three ounces of the red-haired girl
> I killed last midnight.

The Witch of Edmonton evokes the small community with the established social order and the destitute figure at the bottom who serves as the scapegoat for the ills of the time.

These plays serve as a powerful reminder of a time when witchcraft was a real threat and the devil an actual figure who could be evoked.

Laura Garratt

Burton Raffel's translation of the 12th-century romance of Yvain, the Knight of the Lion by Chrétien de Troyes (Yale University Press £22.50 and £6.95), is a laudable attempt to make an important medieval text available to English readers. Its success will depend on their willingness to accept the blank verse he has chosen as a compromise between the medieval convention of rhyming couplets used by Chrétien and the prose form of modern narrative. But this version should, at least, reinforce Chrétien's claim to be the most powerful argument in favour of acquiring a reading of Old French.

One man in his time

John Vanbrugh. By Kerry Downes. Sidgwick and Jackson £20. 0 283 994 975.

Contemplating the latest reverse in his chequered career, Sir John Vanbrugh wrote, "I am not one of those who drop their spirits on every Rebuff: if I had, I had been under the ground long ago". The "Rebuff" was rejection as Surveyor of the King's Works for the second time. At 55 with an eventful life behind him he could view this disappointment with equanimity.

Kerry Downes has already produced a weighty tome on Vanbrugh the architect. With his new biography he sets out to unite the two Vanbrughs – architect and playwright. In the process he debunks many of the myths, and fleshes out the life of one of the most charming and engaging characters of the 17th century.

A character emerges who was determined to succeed at whatever he attempted, but who could face defeat with dignity. A kind and courteous friend and colleague to those who won his respect, he could trade vituperative insults with great panache, a quality he used with great effect in his epic battles with Sarah, Duchess of Marlborough.

He made a conventional start for a young man without great expectations of wealth: he became a soldier. At the age of 24 he was arrested and imprisoned for four years in France on suspicion of being a spy. Involved in a complicated series of spy "swaps" he almost despaired of freedom. On release he returned to soldiering, and while on half pay his first play *The Relapse* was performed. *The Provoked Wife* was produced soon after. Both enjoyed great success, and with a number of adapted plays to his credit Vanbrugh was established as one of the leading playwrights of the Restoration stage.

Then, at the age of 35, with dramatic suddenness Vanbrugh became an architect. Even in an era when architects did not require a formal training, this switch caused comment. Swift wrote, "Van's genius without



thought or lecture is hugely turned to architecture." Huge was an apt word to describe his first commission, Castle Howard, built for his distant kinsman, the Earl of Carlisle. This job he won in the face of competition from the more experienced William Talman. Here entered Nicholas Hawksmoor whose skill as architect and draughtsman were essential to the novice Vanbrugh. Attempts to unravel their relationship have provided decades of speculation for architectural historians. Only three years after this confident debut he laid the foundation stone for Blenheim Palace. Planned to be a nation's tribute to a hero, the building of it was bedevilled by misunderstandings and lack of money which culminated in a spectacular legal case. Here Vanbrugh started at a disadvantage, being the choice of the Duke of Marlborough but not of the Duchess, the vociferous Sarah. In the event, the architecture triumphed and Blenheim remains as one of the great monuments of the English Baroque and the Whig ascendancy.

In his latter years Sir John married – to his friends' surprise – a much younger woman, designed more modestly-sized houses and embarked on writing what promised to be one of his most amusing plays, *A Journey to London*. He died at 62 as the fashion for the robust qualities of his writing and architecture gave way to a politer taste.

In his earlier book Professor Downes constructed a *Who's Who* entry for John Vanbrugh listing his recreations as politics, staying in country houses, listening to music, writing letters. The pastimes of a clubbable wit, a man of fashion who drove a calash, the 17th-century equivalent of a sportscar. In the current biography the author seeks to draw out the more serious side of his character making balance between "jest and earnest". He cites Vanbrugh's defence of his plays where he wrote "that the Business of plays is to recommend Virtue and discountenance Vice. To show the Uncertainty of Human Greatness". By building the theatre in the Haymarket he had hoped to unite the two competing companies and so secure the financial future of the theatre in London. In his architecture he was both a conservationist, attempting to outflank the Duchess of Marlborough and preserve the old Woodstock mansion, while creating a fittingly grandiose setting for a national hero. He points out that *Blenheim* was also, contrary to the view of its critics, an eminently practical building incorporating the latest continental innovations in comfort. Vanbrugh was protective, almost to the point of tenderness, to the aged and ailing Christopher Wren throughout the turbulent last years of his Surveyorship.

Kerry Downes has looked at all sides of Vanbrugh's versatile character with a scholar's thoroughness but also with an affection which is readily communicated to the reader. It is a shame that the publishers have chosen to illustrate the volume by cramming three photographs of immense Baroque buildings to a page, a practice which is generous neither to the architecture nor to the reader. That cavil apart, this is inspirational reading for those facing a mid-life career crisis.

Erica Davies

lingo

On the slate

Just over half a century ago, I went to school with a small tin box containing a wet rag and slate pencils bought at the local shop. In a slot on my desk was a slate, that is, a piece of slate in a wooden frame. It was on a slate, squeakily, that we did our sums and our spelling. As they say, it never did me any harm.

Just over a whole century ago, in the United States of America, politicians apparently used such primitive methods, when they were drawing up lists of their likely supporters. Some would say that politicians have progressed only in that they now use ball-points and the backs of old envelopes. Anyway, someone wrote in 1877 about "the latest Cabinet slate . . . President Hayes's advisers". The term was defined precisely in 1888: "Some leading man . . . sketches out an allotment of places; and when this allotment has been worked out fully, it results in a Slate, ie, a complete draft list of candidates to be proposed for the various offices."

School slates are no longer with us. Village inn slates are not common – the kind used to record credit given to known customers – which produced phrases like "put it on the slate", "to wipe the slate clean" and "to start with a clean slate". Political slates are still around. For instance: "Rival Liberal groups are preparing slates of candidates . . . to determine the composition of the negotiating committee to hammer out a deal with the SDP." And with 39 candidates for the 21 seats on War on Want's council, there was some argument about an alleged pro-Galloway slate, some saying that Glenys Kinnock was on it, and a spokeswoman for her saying that she was not. When Mr Galloway eventually received a large number of votes, disappointed opponents complained that there had indeed been a "slate" on his behalf. "They would say that, wouldn't they?" retorted Mr Galloway.

So today's political slate is not the same as that defined in 1888. It is now furtively circulated list of alleged supporters, designed to attract more: a device regarded as disreputable.

W S Brownlie

PAPER BACKS

I wonder if Arthur Hugh Clough and Richard Lovelace, whose Selected Poems are published in Carcanet Fyfield series at £5.95 and £3.95 respectively, had need of such a vademecum as Vernon Scannell's *How to Enjoy Poetry* (Piatkus £4.95)? Both are established in the canon of English poetry and should of necessity have been read by the authors of the 4,200 poems submitted to this year's *TLS* Cheltenham Festival of Literature Competition. *Pari passu*, would such competitors have benefited from Scannell's book? Almost certainly.

His *How to Enjoy Novels* (Piatkus £4.95) is less engaging (some of the examples – particularly from Hardy – are less than apt) but it's still better than the general run of "how to" books.

An oddity in the Piatkus series is Charles Osborne's *How to Enjoy Opera* issued at the same time but dated 1983. Is this a publisher's error or is the book a re-cycled remainder? The best of the production is the illustrations.

Julian Barnes could benefit from Scannell. An excellent journalist, he is a journeyman novelist; a plodding plotter in Staring at the Sun (Picador £3.50) and gauche in Before She Met Me (Picador £3.50).

Penelope Fitzgerald's Innocence (Flamingo £3.50) reinstates imagination: a marvellous "Italian" novel heightened by some startling vignettes, such as that in which the then 10-year-old Salvatore meets the dying Gramsci. Remarkable.

Barry Cole

A dialogue in progress

W Somerset Maugham: The Critical Heritage. Edited by Anthony Curtis and John Whitehead. Routledge & Kegan Paul £25. 0 7100 9640 2.

Following the seasoned format of the Critical Heritage series, Messrs Curtis and Whitehead have ransacked the extensive Somerset Maugham bibliography to select 140 reviews of books and plays (as well as a handful of discursive articles) of one of this century's most prolific writers. The criticisms, covering the years 1897–1959, are helpfully categorized in six chronological divisions: three for the books, 1897–1909, 1915–1933, 1934–1959; two for the plays, 1903–1914, 1916–1933 and, for the "general studies", 1919–1965.

The editors' task is daunting in its demands for perceptive selection from the work of those purportedly qualified to evaluate plays, short stories, novels, literary criticism, and autobiographical speculation, as Maugham was nothing if not catholic in his literary peregrinations. Thus it is not surprising that a swarm of British and American reviewers emerge, ranging from the forgotten St John Adcock, J T Grein, Gerald Gould and Lee Wilson Dodd to the more contemporary D H Lawrence, Katherine Mansfield, Rebecca West and W H Auden. With commendable awareness the editors have not overlooked several literary critics of salient merit, among them Edmund Wilson, V S Pritchett, Cyril Connolly and Frank Kermode. And while the bag is as mixed as the quality of the criticism within it, the aggregation conduces to sprightly, provocative reading that scholar and common reader alike will appreciate and enjoy.

In a colloquially written introduction the editors claim their selections as illustrative of "a dialogue in progress between Maugham and the literary intelligentsia on both sides of the Atlantic" and, certainly, their choices chart the ups and downs of their subject's literary relationship with his critics. While informative and stimulating, the prefatory comment seems aggressively defensive of Maugham by presenting him as the victim of harsh – even bigoted – treatment. Very likely so – but given the quality of criticism through the ages this is a sad inevitability.

There is, too, a disturbing inconsistency apparent in the thumbnail sketches of contributors to the volume: some – J T Grein, Katherine Mansfield, and Theodore Dreiser for instance – receive brief biographical accounts, whereas the more obscure – R Ellis Roberts, Anne Armstrong and in particular the unfortunate Karl Graham Pfeiffer (cavalierly dismissed as "An American professor") – sink without trace. The editors need a consistent policy on biographical procedure. However, the volume is an intelligent revelation of Maugham's strengths and weaknesses and as a storehouse of critical reaction (both sound and capricious) of a middling figure of his time. As such it is a useful addition to an ever-burgeoning series.

John Bradley

Anyone of 16 or under can enter the 1988 W H Smith Young Writers' Competition, launched this year during Children's Book Week. Ted Hughes heads a judging panel which includes Michael Baldwin, Edward Blishen, Andrew Davies, Margaret Marshall and Kaye Webb. As well as a shot at prizes totalling £4,500, the winners may be published. *Young Words*, a selection of 1987's winners, is to be published by Macmillan next spring. Details from any branch of W H Smith or from Young Writers' Competition, Stand House, 7 Holbein Place, London SW1W 8NR. Closing date February 23.

An urban history of the Ivory Coast has won the 1987 Noma Award for Publishing in Africa. *Ville de Côte d'Ivoire* by Pierre Kipré is a scientific study of urbanization and social change in pre and post-colonial Ivory Coast. The Noma Award is open to African writers and scholars whose work is published in Africa under one of three categories: scholarly or academic, books for children and literature and creative writing.

Empson's eccentricity

Faustus and the Censor. By William Empson. Basil Blackwell £17.50. 0 631 15675 5. Shakespeare's Scepticism. By Graham Bradshaw. Harvester £29.50. 0 7108 0604 3.

"It is the happiest death in all drama," says William Empson of the moment when Marlowe's Faustus calls out: "Ah, Mephistopheles" and is fetched away by devils. Empson sees Mephistopheles not as an agent of Satan, but as a Middle Spirit according to Hermetic tradition, and Marlowe as knowingly providing a heretical Faustus, who escapes damnation to die with relief and love in the arms of his familiar. He insists that the pietistic Christian elements in the existing play were forced on it by a censor acting a politico-theological role at a time of great controversy over witchcraft and demonology.

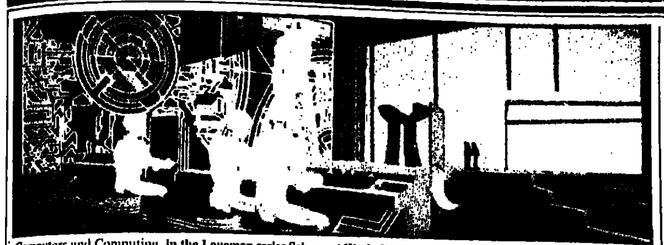
Empson's case, however bizarre at first sight, gains a certain plausibility from the undoubted problems of interpretion *Doctor Faustus* offers. It's a play full of hiatuses and contradictions, partly shared by the Faust-Books from which it derives, and it's certainly true that Faustus is shown as a loveable rogue-demigod and not just as an enemy of mankind. Indeed, Empson's claim that censorship has interfered with the text isn't as original as he seems to suggest. And even his wilder speculations – he imagines Marlowe swapping Copernican chit-chat with the Faust-Book's English translator in a pub – are enlivened by his characteristic pre-emptive strikes on potential critics.

As part of Empson's unrelenting war against God, this posthumous book is highly readable, thanks in part to John Henry Jones's diligent editing. The Faust myth is tough enough to have accommodated interpretations as diverse as Mann's or Busoni's; Empson's penetrating eccentricity makes a notable addition.

Graham Bradshaw's Shakespeare is yet more radically sceptical a dramatist none of whose characters has a privileged moral status and whose plays enact a jarring quarrel about the nature of Nature. Shakespeare is here his own deconstructionist, holding the mirror up to Nietzsche as a Jacobean revaluer of all values.

It's a highly intelligent book and impressively wide-ranging in its account of four of the major plays. But for all his insistence that Shakespeare's dramatic method of thinking through imagery and poetic form differs from discursive thought, Bradshaw himself topples too often into philosophical generality with too many phrases like *judgemental dilemmas*, *dialectical framing of alternatives* and *dynamic perspectivism*. Bradshaw has some acute words on Jonson's linguistic satire, his exposure of the "wantonness of language" as the "note . . . of a sick mind". The glut of abstractions suggests that radical academics also have their occupational diseases.

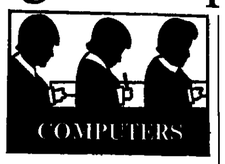
Tom Deveson



Computers and Computing, in the Longman series Science at Work: Technology, is a succinct introduction to the subject, with practical exercises on programming and simulations (£2.95).

A change of emphasis

Computing without Programming. By Judith Clifton. Chapman and Hall £9.50. 0412 281600
Mastering View, ViewSheet and ViewStore. By Clive Williamson. Sigma Press £12.95. 1 85058 051 0



When computers were first introduced into the classroom, their use was often restricted to programs performing a small number of specific tasks, such as providing a means of testing and reinforcing pupils' knowledge of various facts. More recently, the emphasis has moved to the use of computers to encourage the development of problem-solving skills – this in turn leading to greater use of "content-free" software, such as word-processors, spreadsheets and databases, where the program is a tool to help the user to achieve their goal, rather than being a goal in itself. This change in emphasis has also been reflected in examination syllabuses, with most boards now accepting project work based on the use of packages rather than on the writing of a computer program – the GCSE (Mature) syllabus recently announced by LEAG is based on knowledge of the operation and application of a wide range of such packages. Finally, it is increasingly important that all teachers are made fully aware of the possible applications of such packages, both in their classroom teaching and for their preparation and record-keeping activities, particularly when one considers Mr Baker's view that the teaching of Information Technology should be performed through the medium of the existing curriculum.

After a short introduction, *Computing without Programming* is separated into three sections, each dealing with a particular type of package, with two examples of each type being described in detail. The packages covered are word processors, (*Wordwise* and *Edword*), databases (*Quest* and *Masterfile*) and spreadsheets (*QuickCalc* and *Ultracalc*) and the book includes an order form for the purchase of any of the packages. The approach used is to identify a practical application for each package, such as the production of a book catalogue for use in a school library, enabling the various commands and facilities to be introduced in a meaningful way. The book covers each of the packages in detail, and includes a number of "screen-shots" from various stages of the project, so that the reader can confirm their successful progress. The approach of developing projects from their initial design stage enables the user to gain an overall view, and to develop their expertise in a practical context. One minor error noted in the chapter dealing with the *Quest* package was a statement to the effect that "There will be no extra heading . . . to say which records were chosen" (p119) – users can produce such a heading by using the "Heading" command.

As well as describing the two applications for each type of package, each chapter contains three other sections. The first of these outlines the advantages of using the computer package instead of the manual approach – this is primarily intended to convince the "doubting Thomases", but would also be very useful as a starting point for a class discussion on the possible benefits of Information Technology. Following the two detailed projects, the reader is offered a number of suggestions for other uses of the package – these are generally of one or two sentences, and are intended to trigger further ideas on the part of the pupil or teacher. Finally, a point-by-point comparison is provided of the two particular examples of each package – this may also be of value if the reader is considering the purchase of other versions of software.

Mastering View, ViewSheet and ViewStore deals specifically with these three packages, although brief references are made to other members of the "family" such as *ViewPlot* and *ViewIndex*. The *View* and *ViewSheet* packages are included in all of the Acorn Master series of computers, although the accompanying documentation is fairly brief, and users are normally recommended to obtain more detailed information if they intend to make substantial use of the packages. An early chapter in the book deals with various aspects of equipment, such as types of printers and disc-drives – while this may be of some benefit to readers who are planning the purchase of a complete computer system, it may be a potential source of confusion to the first-time user. Similarly, the occasional program listing, to enable the reader to initialize their printer or to patch an older version of a package, would be better placed in an appendix.

Each of the packages is dealt with in depth, but the approach is rather technical at times, and may be confusing to readers who have little previous experience of computers in general and these packages in particular. A variety of examples is used to illustrate the various commands, but most are only referred to in passing and there is only one instance (when using *ViewStore*) where a project idea is developed in some detail. There are some occasions, such as when listing the mathematical functions available in *ViewSheet*, where the reader is referred to the Acorn manual for further information – this is, at best, inconvenient, and should not be necessary in a book of this type. Similarly, additional packages, such as *ViewIndex*, *ViewSpell* and *ViewPlot* were only mentioned very briefly, and would have benefited from a more detailed explanation of their method of operation.

The final chapter of the book deals with the difficult topic of integration – and transfer of information between various packages, thus avoiding the need to retype such information. Transfer from *ViewSheet* and *ViewStore* into *View* is carried out by means of the *SPOOL command, which was clearly explained; users of *ViewStore* are provided with programs to transfer information, and examples are given of their use, although these would have benefited from more detailed explanation of the questions posed by the programs and the reasons for the choice of responses.

Malcolm Neave

Micro theories

Computer Environments for Children – A Reflection on Theories of Learning and Education. By Cynthia Solomon. MIT Press £19.95. 0 262 1924 7

Cynthia Solomon's book is a stimulating attempt to assess a variety of approaches to the use of micros in education, each founded on a different theory of learning. The conclusions are predictable given her history of association with the Papert school. The book describes four major projects (the work of Suppes, Davis, Dwyer and Papert) all dating from the earliest days of educational computing in USA but each having a substantial message today.

Suppes and his co-workers have developed the use of the computer for a highly structured programme of drill and practice in arithmetic and reading. The work by Davis takes a broader view of mathematics and of the role of the teacher aiming to capture some of the strategies of good teachers in a machine, and Tom Dwyer's project has explored the possibilities of interactive computing using Basic. Solomon attempts to give a fair hearing to each of these authors but it is clear that she feels that their approach to the use of micros is inferior to that of Papert, whose philosophies and visions are explained in admiring detail.

The instigators of each of these research projects might claim that micros can be valuable resources for learning, whether the model of learning envisaged is a drilling of facts or an open-ended exploration. However, Solomon points out that there are major problems in transferring these successes to the ordinary classroom where the level of resourcing and expertise is very different from that which prevails in experimental situations. Solomon has written a stimulating and scholarly book which provides a novel perspective on educational computing. However, parts of it are as evangelical as *Mindstorms*. The book would have been better for a more objective stance.

Heather Govier

What can be done?

Information Skills and Information Technology – Case Studies and Training Materials. By Jeremy Norman, Edited by Jenny Monaco. CET London £8.95. 0 86184 171 9

This booklet comprises case studies from eight schools involved in a project supported by the British Library and ILEA. Each case study is presented under the headings of: school information, aims, a description of the activity including curriculum context and teaching and learning styles, views expressed by teachers and children, and conclusion reached.

The case studies explore the use of teletext emulators, word processing, information handling and Prestel. Although the somewhat rigid structure gives a rather too structured approach, it does seem to have ensured that the emphasis is clearly placed on what many consider the important aspect of the use of computers in schools. Namely, a focus on the educational issues concerning what was actually done with the computer rather than technical considerations of what the computer did.

The presentation of the book is significantly enhanced by the inclusion of curriculum web diagrams, photographs of groups at work, samples of worksheets and examples of children's work. At the end of the booklet is a short set of five worksheets that can be removed and freely photocopied for use in in-service training.

Although the style of presentation and a forbidding introduction and preface may put some readers off, this booklet would prove a very useful source both for teachers about to embark on the use of a computer in their teaching and for those having taken that step who wish to see an educational rationale for such use.

Jon Coupland

Computers in Education
Further reviews in this week's Extra, pages 41–64

Gammon and spinach

CHILDREN'S LITERATURE

A Day of Rhymes. By Sarah Pooley. Bodley Head £5.95. 0 370 31066 7
Arnold Lobel's Book of Mother Goose. Walker Books £10.95. 0 7445 0416 3
The Mother Goose Treasury. By Raymond Briggs. Hamish Hamilton £9.95. 241 98880 0
The Walker Book of Read-Aloud Rhymes for the very young. Selected by Jack Prelutsky. Illustrated by Marc Brown. Walker Books £9.95. 0 7445 1770 7.
A frog he would a-wooing go. By William Stobbs. Oxford £5.95. 0 19 279848 0

The difficulty about collections of rhymes is that they can seem so familiar as to be dull or so unfamiliar as to be off-putting. The *Mother Goose Treasury* illustrated by Raymond Briggs is an altogether lighter affair. The illustrations are large and bright. The text is clearly set in lots of white space and the rhymes seem fresh and available. Newly reissued with a different cover, this still makes an outstanding collection of the simplest first rhymes.

The *Walker Book of Read-Aloud Rhymes* for the very young falls into the category of collections without enough familiar material. Perhaps because it originates in America it lacks a hard core of favourites and offers instead an interesting but somewhat remote collection of short rhymes. Marc Brown's bright and homely illustrations make it a pleasing book to browse through. William Stobbs' vivacious, anthropomorphic frog leaps his jaunty way through "A frog he would a-wooing go", making the most of the traditional text. Although it makes a nice picture book it is a pity way of coming by this simple ballad.

Julia Eccleshare

Sixth Edition
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Slicing up the cake

Including Pupils with Disabilities. Edited by Tony Booth and Will Swann. Open University Press £22.50. 0335 15978 8 (cased). £8.95. 0 335 15977 X.
Making the Ordinary School Special. By Tony Dessent. Falmer Press £7.95. 1 85000 236 3

Including Pupils with Disabilities is the last in a series of three books under the general title of *Curricula For All*. Readers who have already completed the other two volumes will probably want to read this book also, particularly as it is an Open University set book. *Including Pupils with Disabilities* is divided into three major sections – (1) Teaching and Learning, subdivided into "Life in Classrooms", "Using Microtechnology", and "Mobility and Learning"; (2) Policy and Decision-Making, subdivided into "Making Decisions About Children", "Making Decisions in Schools and l.e.a.s", and "Making National Policy"; and the rather grand sounding section (3), Liberty, Equality and Disability.

The articles presented under these major headings are, for the most part, case studies of particular instances of practice. The subsection on "Life in Classrooms" is composed of six accounts of the classroom experience of individual pupils, and descriptions of individual children appear in the other major sections of the book. The better-written of these case studies make interesting enough reading but, in the end, the value of these and other such accounts is far from clear. They do indeed give some sort of insight into classroom life, and by doing this they do serve some purpose. However, the reader needs to be sceptical about the significance of such accounts. All aspects of the education system are extremely varied and instances of all types of practice can be found. In a context of great diversity single instances of particular practice are of little significance. A case study can "bring to life" a particular incident or serve to emphasize a point in an argument, but to do this it does need to be set in a very clear context and used for a specific, stated purpose. Without this detailed, explicit context the reader is left to interpret hints and innuendo about the significance of the material.

There are, nevertheless, a number of very interesting contributions including Andrew Sutton's article "The challenge of conductive education" and Mary Brennan's "British Sign Language: the language of the deaf community". Both these papers deal authoritatively with issues which are of real importance and about which there is a dearth of information.

In *Making the Ordinary School Special*, Tony Dessent makes explicit his own perspective on policy and provision for special educational needs. He argues for a position that may not be supported by all but he puts his case clearly and coherently and challenges his readers to reconsider their own views. The book is centrally concerned with the practical steps that the author feels need to be taken if ordinary schools are to meet the special educational needs of all their pupils. Dessent argues that by becoming "special", ordinary schools can move closer to meeting the individual needs of *all* children. He goes on to point out that if policies were introduced that enabled the ordinary school to become special, then this would blur the largely arbitrary distinction between the "ordinary" and the "special" child and hasten the establishment of a truly comprehensive system. Dessent wants the emphasis to be placed not on integration but on non-segregation, and essential to this idea is the concept of a continuum of special needs with no critical cut-off points at 2 per cent, 20 per cent, 40 per cent or anywhere else. When this notion is so crucial to the whole book, it is a great pity that the publishers chose a cover depicting a wedge cut out of a circle, clearly marked "18 per cent". Nothing could be more inappropriate.

Dessent argues that while more resources for education generally and special needs in particular are desirable, what is even more crucial is a change in values that would result in "an agreed and uniformly applied principle of positive discrimination towards children with special educational needs" whatever the overall level of resourcing. He spells out exactly what this would mean in practice. "It would entail an acceptance and acknowledgement that *some* ("special") children should and will receive *more* than other ("normal") children . . . The corollary of this would be an acceptance that "normal" children receive *less* than those regarded as "special".

The level of support that these ideas may attract is difficult to gauge but will probably not be substantial. Positive discrimination is not likely to be eagerly embraced by all those who would see their slice of the cake diminish. It could also be argued that when Dessent is anxious to minimize the difference between "ordinary" and "special" and points out the arbitrary nature of the definition of the "special" child, it is inconsistent to want differential and not equal resourcing. Dessent envisages the need for policy along the lines that he advocates to be initiated, developed and monitored at both central government and l.e.a. level, rather than left to the schools. However, he does argue for resourcing schemes to be developed at the level of schools or of clusters of schools, rather than resourcing that depends totally upon the identification of the needs of individual pupils.

Diana Moses

Bridge that gap

Special Needs: Bridging the Curriculum Gap. By Jonathan Solity and Shirley Bull.
Open University Press £8.95. 0 335 10281 6.

Bridging the curriculum gap is a suggested teaching approach, written by British psychologists, which purports to provide teachers with techniques enabling children with learning difficulties to be more successful. It is based on the premise that strategies of direct instruction, task analysis and precision teaching, common and successful in segregated special education, can be applied in ordinary schools.

There is nothing new in the method described. What Solity and Bull have endeavoured to do is relate the three behavioural strategies together by describing the principles, assumptions and aims of each.

The book contains four main sections. Part one is concerned with those principles behind a behavioural model and is similar in style to other notable texts. Parts two and three concentrate on the design of the curriculum and selection of teaching method, including placement of children in such curricula. Part four is a description of record-keeping procedures and evaluative methodology based on precision teaching.

A major theme throughout emphasizes the optimistic view that all children can learn if the teaching is "right". It accepts that no one approach will meet the needs of all pupils. The explanations are clear and readable with useful overviews and summaries at the start and end of chapters respectively.

A drawback is the lack of thought given to the context of such teaching methods within the current national curriculum climate. The authors' intention is to bridge the gap by teaching skills to children with learning difficulties quickly. While this is a laudable priority it is one which has been advocated for a number of years and has not been accepted by mainstream teachers.

What is needed is a more positive demonstration that these approaches can be absorbed within the practicalities of a normal teaching load and thereby give children access to a wider curriculum. This book singularly fails to bridge that gap.

It may well be a useful resource for those teachers and students wishing to pursue a behavioural orientation. Let us hope it will not be seen, yet again, as irrelevant to mainstream education.

Eileen Tombs

Lit Comp

Literary Competition No 97. Report by Calypso.

Educational clerihaiku: "Fiendishly difficult I found this – *fiendishly*," insisted one of the most regular compers, Gerard Benson. I suspected as much; but then, mongrel forms are always likely to duff up the cerebral cortex. The trouble with this particular bastard is my insistence that the second seven-syllable line contain a rhyme with its five-syllable predecessor and successor. The wilful clerihew doesn't adapt with ease to the syllable strictures. 5, 1, 6, 5? 5, 2, 5, 5? 5, 3, 4, 5? None of them seem eccentric enough for the clerihew; the bigger trick, therefore, was to disguise the problem with a clever metaphor or a tricksy pun. If I seem to harp on syllables, it's merely that, judging the clerihaiku, one quickly becomes accustomed to deviants – *viz* the 16-syllable haiku, the 6-6-5 line-up. Creative defiance of the rules was OK (never heard of the 16-line sonnet?), but I favoured the true formalists. I also tended to favour those who'd grasped the rules.

The cheekiest entries were decidedly from Paul Livesey, who banged in a Latin entry. "Remember (as any first year at Kamuzu would know) that 'laudanda Africae' will be subject to elision, thereby giving the required seven syllabics in line 2." Was this all? No! "It is also necessary to pronounce Africae in the ecclesiastical or Italianate manner."

Condidit Banda
Scholam; 'Laudanda Africae
Spes,' sic dixit Rae.

Classicists please refer your uncertainties c/o Mr Livesey. A Mr Ulysses, signing himself in the original Greek, sent me this from the British Museum:

The clerihaiku!
How very like you! What kitsch –
You pedantic bitch.

Collect your prize when you make it to Ithaca, mate. Looks like a long haul.

Three quid each to these; and five smackers each to the rest, with the exception of R J Montgomery, who gets seven. This is despite my mildly rewriting him: "Glorin" and "Victorin" have three *or* four syllables, according to taste. I've gone for three, and rewarded his ability to stick an extended metaphor into such a strict form. Of the others, it's odd that only one entrant used the obvious college/knowledge rhyme. Mr Baker made several rhyming appearances, although not, alas, as a fakir. Thanks, Alanna Blake for the best method of presenting clerihaiku, as used below:

Education is
A chancy biz: said Cato,
Or was it Plato?

Baker's City Techs
Are good specs if you're the best.
I'm one of the rest
Alanna Blake

The GCSE
Is thought to be a cop-out
If you're a drop-out.

The Open College
Spreads knowledge as do-able
But still viewable.
D A Prince

Hear our Headmaster:
"I fear disaster," he cries,
Curriculum-wise.
Hazel Stanley

And after Jo, Ken:
Through these men Wisdom's spoken?
You must be joken.

The Ruler of Hell
Tempted Eve, who fell – what for?
Hardly a mere core.
Mary Holtby

The plan to set tests
Suggests some harmful divides
With stress on all sides.
Catherine Benson

District to Central
Line. All change, and Oh Gloria,
Back to Victoria!
R J Montgomery

Competition No 99. Set by Polyphemus.

In the Greek myths, characters are often punished or rewarded by means of metamorphosis. Swiftly (and usually aptly) they are transformed into stags, nightingales, laurel trees, stars and the like. How about providing the same treatment for prominent people of our own times? And let's give those boring politicians a rest! Poetic transmogrifications, please, for well-known show-biz, musical or sporting personalities: in the style of Marlowe (who so beautifully translated Ovid) or any other pre-1900 poet. Limit 16 lines, by October 28.



Still from the classic Indian film "Sahib, Bibi aur Ghulam", 1962

Filmi heart-throbs

Movie Mahal
Channel 4, Sundays 9.25am.

"If you have a good song, you can fit a situation to it" said a leading Indian producer director in *Movie Mahal*, Channel 4's series on the world's most prolific film industry. It focuses on the supremacy of the film song, accompanied by "star portraits" of people who have influenced the development of Indian cinema. There are interviews with the heart-throbs of yesteryear, clips from the most extravagant and successful movies, and programmes on certain elements of Indian cinema like dance in film. The series of over 20 programmes speaks to an already knowledgeable audience. It would be equally interesting to non-Asian viewers, but the early morning slot precludes this: they would also have to absorb and infer, rather than be explained to, which may not be a bad thing.

The film song is the most popular cultural idiom in India, sublimating as it does the emotion that cannot be acted out on screen (to kiss or not to kiss is not the question – the censors would not allow it). Asha Bhonsle, the world's biggest record-selling singer, who has just ended a round of concerts in Britain, told me that, having sung for over 40 years, several generations of audience are familiar with her voice. She has sung for shy heroines, betrayed wives or grief-smitten widows, and thus has the film song entered the Asian household. This relationship between film and audience (fashion changes with film for example) is not examined, nor the evolution of cinema from theatre in India (which today is evident in the melodrama). The opening programmes have a much more immediate appeal – nostalgically reviewing the high points of a music derived from a classic tradition, yet popularized into memorable melodies. The film clips tell the story.

Yet social comment is highlighted in perhaps one of the most successful of the star portraits. Bimal Roy who died in the mid Sixties directed films that had a powerful message. He spoke on behalf of the dispossessed and those who could not adjust to the injustices of a system. Yet his films were not for the minority "intellectual" audience: they had widespread appeal whilst not succumbing to the "song and dance" routine. The programme is one that could gainfully be used in the classroom to discuss not only artistic and cinematic technique but in social studies.

Director Nasreen Munni Kabir who, with Poonam Sharma, also produced the series says because the programmes are sub-titled some teachers have been able to put the videos to good use. One example is for Asian students with a limited knowledge of their mother tongue. Others have used them in classes for deaf Asian children. Certainly they will not only entertain the class but allow access to a popular Asian culture.

Uma Ram Nath

Knuckling down

Teechers.
Hull Truck Theatre Company

It is no accident that this year's drama class are working on *The Marat/Sade* in *Teechers*, for the whole play is concerned with what happens when the inmates take over the asylum.

Most of John Godber's comedy is actually a play within a play, the end of term pageant presented by three 16-year-old leavers. "Everything what happens is based on truth", they say before launching into a wickedly accurate account of life in a 1,500-pupil school at the centre of a special priority area.

It is the sort of place where first years find themselves in tutor group 1D and teaching group 1Y5; where one class has seen off seven teachers in three weeks, books are one between three, and "the hall is like a youth club with a leaking roof"; the sort of place where the best that many of the leavers can hope for is that they "might end up on a job-scheme advert".

But there is more to it than that. Beneath the jokes the leavers' show charts the growing disillusionment of a probationary drama teacher – their drama teacher. Ground down by the apathy and downright hostility of his colleagues, he applies for a post at a nearby independent school where both life and facilities are much better. Does he get it? In the pageant he has a change of heart and stays to fight another year: in real life his idealism is no so apparent.

In Hull Truck's stylish touring production the school is suggested by no more than four desks and two chairs (as well as three copies of *The TES*) while three actors play eight members of staff and all 1,500 children. But this is no scratch "fringe" production, and still less a mere stage version of *Please Sir*. Though they will find scenes as achingly funny as the other members of the audience, teachers might consider some of the staffroom vignettes a little too near the knuckle. Nevertheless *Teechers* should be presented in compulsory plenary sessions at all the union conferences next Easter.

Teechers is at the Warwick Arts Centre, Coventry next week (19 to 24 October); the Midlands Arts Centre, Birmingham from 27 to 31 October and the Spring Street Theatre, Hull, from 2 to 28 November. Thereafter, it tours the country until April next year. Further details from Hull Truck Theatre Company 0482 224800.

Hugh David





Top: *Ten Days that Shook the World*; above: Sergei Shutov, a member of the Hermitage group of young Soviet artists featured in tonight's *Omnibus*

Four out of five for Logic

Robin Buss on the unfreezing of Soviet culture

The final minutes of the Omnibus programme on Soviet cinema (BBC1, October 9) gave Nikita Mikhalkov the opportunity to deliver a brief lecture on freedom and constraints: "any obstacle, and the overcoming of that obstacle, inspires the artist, who must find strength to overcome it . . . In Denmark you can see and show anything, buy anything, eat anything; but there is no cinema."

In the present climate, Mikhalkov has an unenviable role. He is seen as the leading "traditionalist" opponent of Elem Klimov, First Secretary of the film-makers' Union and spearhead of the drive towards *perestroika* in Soviet cinema. The most striking reform has been the rehabilitation of directors and films banned or suppressed over the past 20 years, partly through the establishment of a commission to review earlier Goskino decisions. Works by Alexei Gherman, Eraldi Kvirikadze and Alexander Askoldov have been given at least a limited showing. They may not always get a wide distribution in the Soviet Union (though Gherman's *My Friend Ivan Lapshin* was shown on television and aroused the kind of reaction that many "controversial" film-makers here might envy); but they reach the international festivals to win prizes as evidence of the new spirit of "openness" and liberalization.

"Despite its problems and lack of freedom," Mikhalkov told *Omnibus*, "Socialist cinema is more interesting than cinema in the free world where such problems don't exist". A glance at the current arts scene in London would certainly appear, on the surface, to bear this out. Everywhere there are signs of intense interest in Soviet cinema. A Soviet season at the Metro Cinema includes Valery Ogorodnikov's *Burglar*, Konstantin Lopushansky's *Solo* and Gherman's *Twenty Days Without War*, *My Friend Ivan Lapshin* and *Trial on the Road*. At the Renoir Cinema, they are showing Lopushansky's *Letters from a Dead Man*, a grim and deeply moving vision of a post-nuclear world, more harrowing than the British and American television post-holocaust fictions (*The Day After*, *Threads*, *The War Game*), more cynical about the behaviour of the authorities in dealing with survivors, yet, strangely, offering a more hopeful testimony to the human spirit.

Not surprisingly, in view of the 70th anniversary of the October Revolution, there is a Soviet season at the National Film Theatre, featuring the work of Vadim Abdrashitov and Alexander Mindadze, with a selection of recent films by various directors. Early next year, we are promised a further glimpse of some newly "un-banned" work from the past 20 years and, needless to say, the 31st London Film Festival, opening on November 11, offers a strong Soviet contingent: Eisenstein's *Battleship Potemkin* at the Queen Elizabeth Hall, with Edmund Meisel's score performed by the Brabant Orchestra (November 21); Gennadi Poloka's *Intervention* (NFT2, November 14), made in 1967 to commemorate the 50th anniversary of the Revolution, then suppressed; and, as the closing night event, Tengiz Abuladze's *Repentance* (NFT1, November 29), the denunciation of the Stalinist cult of personality that has come to symbolize *glasnost* in the cinema.

That is not all. On television, too, there is a rash of Soviet events: more new Soviet cinema on BBC2's Film Club (October 24 and October 31), one of a series of programmes that the BBC is showing under the general title **Arts in the Soviet Union**. Documentaries from Latvia dealing with young people, crime, police work and the judicial system on Channel 4 (October 29 and November 5), followed by Andrei Nekrasov's film about his return to Russia with his family after 11 years' exile in the US (Channel 4, November 12). The BBC series should help to bring it all together, with further *Omnibus* programmes on art (October 16) and literature (October 21), Bookmark's record of a workshop on *Uncle Vanya* at the Moscow Arts Theatre (October 21), a **Review** special on Soviet popular culture and the equivalent of a whole term's work on Shostakovich (BBC2, November 7, 8, 14, 21 and 28).

Part of this can be explained by the October Revolution anniversary which has inspired Granada Television's re-run of the documentary *Ten Days that Shook the World* (ITV, October 20), the first Anglo-Soviet co-production for television, and the documentary *Pravda – Mr Gorbachev's New Truth* (ITV, October 27), which examines the effects of the new climate on the party newspaper. A valuable compilation of archive film, supported by extracts from Eisenstein's *October* and *Strike*, *Ten Days that Shook the World* still provides a lucid account of events leading up to the Revolution. Granada has decided not to update it, except to correct a single mistake: at school, so they claimed, Lenin got top marks in every subject. They overlooked his four out of five, for Logic.

What does it mean for audiences in the West, this torrent that has followed the unfreezing of Soviet culture? It has been greeted, in part, because it fits Western perceptions of the freeze-thaw cycle in Soviet politics. The "un-banned" works confirm past repression, the new film-makers, writers and artists seem to belong to a tradition of dissidence. In any case, the movement is led from above and already the argument is being advanced that cultural *glasnost* is an inevitable consequence of policies imposed by the need to free a stagnant economy and a bureaucratic political system.

So far, then, we have a Soviet Union that is undergoing a change but one that can still, in its essentials, be made to conform to our image. Don't be deceived, we are told, by offers of disarmament or opportunities to inspect Soviet chemical weapons; don't be taken in by the cultural thaw. The Soviet Union remains an undemocratic, one-party state and what is done by its leaders can just as easily be undone. We welcome the new art, not as a testimonial to the Soviet system, but as confirmation of our own ideas on cultural freedom. As long as it is preoccupied with denouncing the Stalinist terror, the cult of personality and other errors of the past, it will support this interpretation.

There are signs, however, that it may have more than reassurance to offer. The view from the East is subtly different from ours. In the third *Omnibus* programme Yevtushenko depicts *glasnost* as the outcome of consistent struggles by intellectuals since the death of Stalin, not as a gift from above. Soviet film-makers are happy to be relieved of the "constraints" of censorship, but the system also offers them freedom from the commercial pressures they fear when they come to work abroad. Films like *Letters from a Dead Man* are remarkable both in terms of technique and in their message: what Soviet artists will do with greater freedom of expression is as unpredictable as they have itself. If it persists, we may yet think these challenging not only conformism in their own society, but some of our preconceptions as well.

Electric nights at the opera

Patrick Carnegy reviews two new British works



Nigel Osborne and Craig Raine's Electrification of the Soviet Union, world-premièred at Glyndebourne last week, has come in for some hammering on account of its title. But it will do well enough. Based on an autobiographical story by Boris Pasternak, the opera isn't really about the Russian Revolution and the imposition of communism (one meaning of the title), but rather about its effect on Serezha (Pasternak's younger self, portrayed as a restless, improbably intellectual Wozzeck-figure) and folk around him. It shows the Russian lyrical soul at the end of its tether, as terrified of revolution as of the bourgeois status quo.

In asking Craig Raine to write the libretto Osborne was presumably looking for the kind of poetic text, at once classical and modernistic, that he got. One senses that he was seeking the creative resistance that only such a finely thought, felt and crafted text could provide. Certainly the discipline of writing a modernistic opera around the set-piece songs that are such a brilliantly successful feature of *Electrification*, has brought out hidden strengths in Osborne's music.

These songs are the molten core of the opera. Their melodic lines are a seismograph of its anguished souls. It seems only natural that Anna's intensely private "I died the day my husband died" should have been begun with the singer's back to the audience. Osborne creates an aura of stillness around the songs and arresting transitions (scenic and musical) from one episode to another. In characterizing the many short scenes, which cut forwards and backwards in time as in a film, Osborne makes telling use of pre-recorded tape sounds and of veiled orchestral reminiscences of Mussorgsky, Ravel, Debussy and others.

The energetic staging by the young American producer Peter Sellars was planned as an integral part of the venture and not merely as an interpretation. His and the composer's structural changes to the published libretto are theatrically valuable, but Raine's idea about how trains should come and go are more suggestive than Sellars's extravagant neo-realism. George Tsypin's protoplasmic set forms and reforms into a purgatorial maze of padded cells against whose walls the characters fling themselves and their suitcases in flutteringly hopeless bids to break out.

Osborne's opera is not intended to be wholly sombre, nor is it. There are interludes of surrealistic fantasy, lyric eroticism, and slapstick comedy (the water that's so casually doused around Laurence's magnetic Anna. The message of this richly disturbing work may be tracked back to a memorable exchange in Kafka: "Is there then no hope?" "Perhaps, but not for us."

A no less remarkable new opera is Judith Weir's **A Night at the Chinese Opera**. Commissioned by the BBC for Kent Opera, it received its London premiere in the Queen Elizabeth Hall on September 27 and, like *Electrification*, can now be seen on tour. An ancient Chinese drama and the raucous glitter of Chinese music are the starting point for a work at once complex, entertaining and profound. Its luminous musical style is immediately communicative, and its dramatic style takes over where Brecht and Weill left off in the late Twenties.

For all its invigorating modernism and cinematic tactics, Osborne's *Electrification* is old-style theatre in that it asks one to believe in its characters. A *Night at the Chinese Opera* is itself a set of Chinese boxes where the singers slip in and out of different characters. Too complex to summarize here, suffice it to say that the story is that of an all-knowing protagonist who is outwitted by fate and circumstance.

The ingeniously apt production is by Richard Jones. Andrew Parrott conducts a uniformly strong performance from orchestra and versatile soloists alike. This should be an obligatory Chinese night out for anyone within reach of Kent Opera's tour. Schools should lose no time investigating *The Black Spider* (1984), a 75-minute work also commissioned by Kent Opera and written by Judith Weir specially for performance by secondary schools. The publisher is Novello.

Electrification: *Glyndebourne, October 24; Apollo Theatre, Oxford, October 31; Mayflower Theatre, Southampton, November 7; Palace Theatre, Manchester, November 14; Hippodrome Theatre, Birmingham, November 21. Details of Glyndebourne's tour on 0273-81231.*

A Night at the Chinese Opera: *King's Theatre, Southsea, October 21; Theatre Royal, Norwich, October 30; Dennate, Northampton, November 5. Details of Kent Opera's tour and educational programme from 025-376-406.*

Masquerade

Victoria Neumark meets one of the attractions at next week's Bristol Festival

"The first thing I'll do is get the children to wear the masks. They don't know which one they've got on, but from the way you talk to them they can guess. I've got a line of penguins and one pig. It's very interesting to see how the penguins group together – they look around and relate to each other – and the pig can't guess what's wrong, though the child might feel he's got no nose. Then I'll get them to try out dialogue, something very minimal, like 'You're really ugly'. 'There's no need to say that' – something about appearance." Roddy Maude-Roxby put down his penguin masks and in rapid succession transformed himself into his own death mask, a moon-face, a half-face of an old man, a staring glass-eyed pink mask, a photograph and a wizened wooden Mexican mask. For the most part the masks are simple, but the effects are startling.

It was masks, at the Royal College of Art end-of-term shows, which got Roddy Maude-Roxby into the theatre in the first place. That was in the early Sixties. Nowadays he is well established as a character actor – to be seen next spring in BBC's *Tumbledown*, a film about the Falklands – but has never lost his fascination with masks. A veteran of the touring improvisation company, Theatre Machine, and a frequent guest artist at the Wells Arts Centre, Norfolk, he has teamed up with musician Stephen Warbeck from Shared Experience to run a week of mask workshops at the fourth Bristol Festival for Children. Describing himself as "very bossy", Roddy Maude-Roxby looks forward to the unpredictability of working with 20 children as an extension of the "chaos" he has always enjoyed in the theatre.

What he describes as "chaos" takes place within strict boundaries. Twenty children from the upper and lower age groups of Whitefield Fishponds Secondary School will work in groups of five: wearing masks, making them from different materials, devising a performance with music, and showing their work to an invited audience, whom with luck they will be able to involve as well. "I'd rather that the audience come in on the process than watched a performance." For example, the masks might be an orchestra, the others come as dancers. "It's allowing people to lose their preconceived ideas by seeing them: and mostly the less you do the more it works."

The Bristol Festival for Children will run from 19–24 October at schools, galleries, and arts centres in Bath and Bristol. Activities will range from masks to poetry workshops, a musical game of snakes and ladders, a contemporary dance course and an intensive weekend course on music theatre with the National Youth Music Theatre. There will also be marionette performances, jazz concerts, plays and mixed-media shows with puppets. Events are available for all ages from 5 to 16, and the whole Festival will culminate in a Fun Day at the Victoria Rooms, Clifton, on October 24 when Postman Pat, fire-eaters and jugglers will mingle with magic shows and clowns. More information from 0272 276483.

Cocktail secrets

Exile in the Forest: Tara Arts at the Place Theatre

The theme of migration and the powerful image of "the seductive and vindictive forest" as a metaphor for modern day Britain have set the team of Tara Arts and CULT (a contemporary theatre company from Southern India) on a rich dramatic journey exploring the experience of Asians as migrants in Britain.

Drawing from the Indian epic *The Mahabharata*, a princely family is forced to enter the forest – "the new land" – and the drama follows attempts to come to terms with an alien environment. Taking the audience into a magical world of almost slow-motion precision where stillness and silence speak as expressively as action and sound, Tara unlocks the secrets of the forest. The company's stylized cocktail of movement, mime, music and verse fuse dynamically with CULT's expertise in martial arts. Bold Brechtian commentary fronts scenes of comedy, conflict and adventure as weird creatures of the forest with striking masks confront the migrants.

The company has evolved a unique theatrical experience: simple and honest, yet explosive and challenging.



The past is inextricably linked with the present and future and the Asian experience lives, in a real and immediate sense, in all three times.

Kate Elliott

Exile in the Forest *is at Bradford's Alhambra Studio until October 17, and at the Leicester Haymarket Studio from October 27 – November 7.*

Bar snacks

Savage in Limbo
Gate Theatre, Notting Hill until November 9

The Savage in question in John Patrick Shanley's blacker-than-black comedy is Denise, who rushes into the depressing-looking Scales Bar in the East-Bronx looking manic. She strikes up a conversation with her old classmate Linda who, crying, confesses that she also has a "situation". Her boyfriend Tony wants to see other women. Ugly women. Pretty soon, Linda confesses (and to her it is a confession) that at 32 she is still a virgin. It's a symptom of the limbo into which she has cast herself. All her life she has confused inertia with choice. While others have been "doing love", she says, "there I was, still in the wrapper".

While Shanley's characters are the sort you'd back away from grinning and looking at your watch if you met them in the flesh, the language they speak is very funny. Tony, Linda's boyfriend, arrives on the scene, announcing his intention to change "majorly", after a sexual encounter with a woman whose idea of foreplay was a lecture about the Soviet Union. April, the real emotional basket-case in the piece, is remembered by the classmates as another contemporary from school days, and it looks for a moment as if Tony will fall for her distinct lack of charm, as she describes her failure to become a nun.

Inevitably, the play devolves into a series of set monologues about the characters' lives and loves. Or rather, the lack of them. You end up alternately horrified by their self absorption and sympathetic to their plight. Scales Bar with the juke-box broken is not, one imagines, the most pleasant place to be on a Monday night. The décor – a tatty homage on Douanier Rousseau, is even more depressing. The animal centrepiece stands for the animal that's burning inside Denise. Like her animal it can't go anywhere. The lugubrious barman, who also acts as umpire in the crossfire which develops between Linda and Denise, waters the dead plants with the sense of purpose born of a man determined to follow the rules.

Shanley's themes – isolation, identity crisis, distance from genuine feeling – are not new, neither is the way he deals with them. But Robert Hickson's taunt production and the uniform quality of the acting, all in impeccable Bronx dialect and body language, creates a disturbing mix of comedy and heightened realism. The overall effect is of Damon Runyon on hard drugs or an episode of *Rhoda* in which the characters are *really* depressed.

Nick Baker

Fabulous beasts

The Cheltenham Festival of Literature, which runs until October 18, is giving practical support to the appeal to keep the Opie collection of children's books in Britain. A selection has been on display in the main book hall throughout the 14 days of the festival, and next Sunday, Tony Robinson, Jill Balcon and Robert Eddison will present a reading from the collection selected by Iona Opie.

That reading will be part of the Festival of Children's Literature, which has been running in conjunction with the main events since last Saturday. Mike Darling, children's librarian for East Gloucestershire, who has been responsible for devising a book programme for pre-school and primary age children for the past seven years, based this year's festival on two separate themes. Last weekend was given over to monsters and fabulous beasts, partly in celebration of Maurice Sendak's *Where the Wild Things Are*; and on October 17 and 18 he is concentrating on men and machines. Then Val Biro's *Gumdrop* and *Chitty Chitty Bang Bang* will be on display, providing a focus for storytelling, poetry and music-making.

Throughout this week, Mr Darling has arranged a series of events for primary schools, some of which are separately planned for infants and juniors. They are based on storytelling sessions, poetry readings and puppetry presentations in which the children are encouraged to take part.

Meanwhile secondary school pupils are being catered for in the first Cheltenham Festival of Youth which is being sponsored this year by the W H Smith arts programme. Throughout this week a series of drama workshops, which form part of the autumn term's work, are being held in the Everyman Theatre. The students are also welcome to join in the main programme events, and to meet the writer-actor Jack Kleff who has been available to talk to would-be authors throughout the festival.

Shirley Toulson

For more details and booking ring 0242 523690.



Being strapped into a straitjacket and left to the tender medical care of an asylum doctor was the Victorians' cure for so called "mad" women who dared question the conventions of their day. That straitjacket image powerfully characterized the scene of Gwent Theatre's Constance and Louise, a play which traces the role of women in society from Victorian times to today.

Constance (played by Trudy King) was the classic well-to-do young Victorian woman, forced to live according to her father's unreasonably strict laws. Unable to endure the situation she left home, became destitute and ended up walking the streets. Eventually rescued by her father, she was subsequently hidden away in an asylum to cure her "insane rebelliousness". Louise (Linda Owen-Jones) – the 20th-century student nurse about to marry her boyfriend – did not undergo such a harrowing experience. But her life too was curbed by the straitjacket of duty and obligation.

Although women's conditions have improved during the 100 years of social change since Constance's time, Gwent Theatre makes it clear that deviating from the stereotype image is still difficult for women today. Devised for fifth and sixth formers, this powerful play is being performed daily until the end of the month at Abergavenny Drama Centre.

Iola Smith

Compose yourself

Aspiring songwriters, aged between eight and sixteen, should be pleased to know that the rap recording artist Smiley Culture is looking for a song to be recorded on his new Rapnin' label.

The competition, sponsored by the Commonwealth Institute, is to find a song which, in an entertaining way, spreads the message of the Commonwealth and its aims of achieving international understanding and racial harmony. The winning song will be recorded by Smiley and be released to coincide with Commonwealth Day, 1988 (March 14).

Smiley, creator and performer of hits such as "Cockney Translation", "Police Officer" and "School Time Chronicle" hopes to help promote young talent that might not otherwise have access to an impenetrable record industry. The competition will be judged by a star team including Timmy Mallett and Michaela Strachan (TV-AM's *Wide Awake Club*), Magenta Divine (Channel 4's *Network 7*), Roger Lewis, head of Radio One's music department, Doreen Davies, head of Radio One programmes, and Smiley Culture.

The winner will help produce the record and be legally entitled to all royalties from airplay and record sales. He or she will win a Sony Walkman and meet the judges at the launch of the record. Eight runners-up receive a Sony Walkman and a "This is WOMAD" LP record (featuring musical styles from all over the world).

Only one entry per child may be submitted. Songs can be sent in on paper or cassette, but there is no need to indicate music. Songs should be clearly written and each entry must contain the writer's name, address, phone number and age. Entries to, and requests for further information from: Public Relations Office, Commonwealth Institute, Kensington High St, London W8 6NQ. Tel: 01-603 4535. Closing date: January 31, 1988.

Uma Ram Nath

Nicholas Clapton, winner of the 1987 English Song Award, will give a recital of songs with flute and piano accompaniment at Wigmore Hall on Tuesday November 17 at 7.30pm.

Doublet

A Comedy of Errors, Adapted from Shakespeare.
Warrington Youth Theatre

The audience was seated in the middle of Padgate High School Studio and there were shallow stages on either side with rows of doors and windows. It was rather like a tennis match. To the right were the Dromio and Antipholus twins and their befuddled compatriots in Elizabethan gear and to the left exactly the same characters all in slightly stylized modern garb. In the middle was a *hanimachi*-type platform for the characters to rush across during the climactic moments of the ensuing confusion.

Language was divided on the same terms in a doubling device which was originally formulated to give all 20 players more or less equal roles. The bawdy italianate humour of Shakespeare's early play was transposed to a raucous romp with music composed by youth theatre members and musical director Lyn Powers. Despite some omissions, the machinations of Shakespeare's plot had been assimilated by the young performers and were, for the most part, clearly transmitted to the audience.

It was a bold experiment by the youth theatre's director, teacher Steve Titchmarsh. There was a professional touch to the pace and timing. The comic moments, whether devised or from Shakespeare, were successful, and the musical numbers played with joyful confidence. There was no such competence in the spoken performances, which I found disappointingly narrow compared with the general technical excellence. And the audience was too busy laughing to worry about a pain in the neck.

Judy Meewezen

Divorce

The Green-Eyed Monster of Ecrovid.
By Shaun Prendergast.
Unicorn Theatre for Children until November 8. Matinees.

Billed as a "funny and exciting musical play for 7–11s", *The Green-Eyed Monster of Ecrovid* is, in fact, strong meat. The combination of powerful emotion and sophisticated allegorical structure makes it difficult and potentially upsetting for the younger end of the recommended age-range. Even for slightly older children it should be treated with caution.

The plot concerns 10-year-old Jane, abandoned at an early age by a father she still idealizes and living with her young mother who wants to settle down with her boyfriend Martin. With the help of Top Dog, an old fur coat metamorphosed by Jane's jealous imagination into her longed-for father-cum-canine friend, she becomes Enaj the Avenger. Jane tries to scare off Martin, whom she sees as planning to steal her mother from her. All is eventually resolved with the help of a rather severe child psychiatrist and Jane learns to let go of dad and to tolerate Martin.

Children having to face parent separation may gain some strength from all this, as long as a reliable, loving adult acts as mediator. Children for whom this is a previously unimagined horror could not fail to be worried by the idea that Jane feels she is likely to lose mother as well as father. This is not to say that children should be protected from reality, but presentation is all important. The idea of Ecrovid (Divorce read backwards) as a land where Jane must go to learn to cope with her fears is a good one. Unfortunately, little is made of this. We could have done with more monsters, less monstrous reality.

It would be nice to be able to congratulate the Unicorn on facing up to a tough subject, especially as this is (as usual) a lively production (by Martin Houghton) with some good performances (especially by Tracie Cillman as Jane and Leonie Hofmeyr as her mother), but it is irresponsible to open a Pandora's box of fears and anxieties in the name of entertainment.

Heather Neill

The Volswagen Festival for Schools runs in Milton Keynes from 2–6 November. The Royal Ballet introduce their art (2nd) and the London Brass Virtuosi theirs (3rd) at the Woughton Centre, which also houses a Road Safety play for 3–7s from Lambeth Children's Theatre company (6th), Terra Nova Intiodoce contemporary music at Stantonbury Campus (4th) while The Stables, Wavendon has a harp and flute event (5th). Box Office: Civic Offices, 1 Saxon Gate East, MK9 3EJ.

TR

Original giants

Playgrounds are transformed as the Free Form Arts Trust steps in. Gerard Benson reports

A visitor to Princess May Junior & Infants in London's Division Four would perhaps be amazed to see, in the playground of this London County Council vintage school, a brightly-painted group of sculptured animals. Contained within a huge basket, lion, seal, pelican, zebra, crocodile, dolphin and turtle peacefully co-exist, observed, it seems, by a girl-figure – an Eve, who sits a little apart. This is the *Earth Basket* and is part of a three-dimensional project on Creation Myths to be found in Princess May's playground.

The sculpture is visually appealing but not necessarily. Children play on it: ride the lion, squirm under the arched dolphin, or sit caressing the little girl, watching, like her, the group of newly-created animals. Elsewhere in the playground, sculptured pillars of life-sized children apparently climb the walls. A giant struggles to emerge from a small flight of stairs. There are several door-sized mosaics and a climbing frame in the guise of a formalized snake.

All are part of a scheme mounted by the Free Form Arts Trust, whereby an artist (in this case Ann Dunbar-Marks) collaborates with the staff and children of a school to produce large-scale works of art. These pieces arise out of the school's work and are relatively permanent. Ideally, all the children participate in them. In most cases the works have "play-potential" as well as educational usefulness, and they always act as a focus of attention and interest.

Several Hackney schools have enjoyed collaboration with Free Form. There is the Wall at William Patten, tiled with work by the pupils on the subject of food, and also containing the word "Hello" in many languages. This transforms an austere Victorian frontage, literally greeting the children as they go into school. It is also enjoyed by passers-by.

At Thomas Fairchild, a derelict site has been converted into an "Alice" garden, featuring an imaginative seating arrangement where the chairs are part of both a caterpillar and a tea-set. There are also areas where plants can be grown and studied, some mosaic playing cards, a grinning Cheshire cat and goodness knows what besides. It is all to scale for a small child and makes a perfect play and learning area. The collaborative system was the same and the artist was Kathy McCarthy.

There are schemes, too, at London Fields Junior School (where a garden is being built on a previously unused roof playground, dominated by *The Iron Man*, an aluminium weather station in the form of a giant); and at Berger Infants, where a complex paved arched and ponded garden is in construction on a grassy site (artists Ken Glozier and Paul Wright).

The Free Form Trust (a registered charity) has a number of other operations outside London which have involved school children. Some (like Cattistock Primary School in Dorset) have taken place within schools. Others have involved schools in work on general community projects. At Ditton Fields, Cambridge, for instance, where the plot of land near a housing estate was revived, school children were actively involved. At North Shields fish quay, school pupils were responsible for the huge fish *motifs* which mark the site.

The intention is that the projects should be both visually exciting and educationally valuable. The process is slow, careful, laborious even, beginning with consultation, which happens at various levels. There are meetings with staff at the school and with the pupils. There are also complex co-ordinations with County Hall. Permissions have to be obtained. The architects' department must be fully involved, for these are not merely cosmetic additions to schoolyards. Structural alteration of a fundamental nature is involved.

To try and gauge the impact the project had, I spoke to staff and children at Princess May school. Although the result is excellent, it seemed to me that it could not have been achieved without some disruption. I could imagine not only physical difficulties but emotional ones. After all, even with caring and sensitive consultation, not everybody's ideas can be taken up.

Speaking to "Mac" MacBoyes, the junior head, I got reactions of not unmixed approval. He was proud of the work but felt that there were several aspects in which the venture might have been better arranged. In his view there were mismatches of expectation. Free Form and the school did not realize until quite late that they had somewhat different objectives. Too much of the work, he felt, happened when the children were not there. In brief space I have overemphasized the negative in his response. But the points are valid. Nevertheless, he felt that over-all the scheme had been worthwhile, although, at £10,000 to £14,000 per year, expensive. Though is it?

He felt also that the Free Form team had learnt a lot on the job and that the infant school, whose work took place during the second year, reaped the benefit of this learning.

This impression was confirmed in conversation with Sue Barry, a teacher in the infant school, whose enthusiasm was unqualified. She described the process. When the theme had been established, all the children were asked to provide ideas. (It is part of the intention that the participants should learn how a process happens, from its inception as an idea, through the planning and experimental stages, through the making, and right up to the finishing touches: the last lick of paint!) There was work on animals (with visits to the zoo for animal study) and much planning work. Designs were presented and some chosen. Models and drawings were made. Stage by stage the ideas became actual, turned into tangible objects: life-masks, mosaics holes in the ground, armatures, lumps of clay, concrete, paint, nuts and bolts.

The *Earth Basket* obviously must be a sound construction – safe for children to play on. The ground has to be prepared. Literally. One day the area of playground is fenced off and a team of five women arrives to do the navvying. For a couple of weeks the foundations are dug. Inconveniences of dirt and loss of play-space are offset by the excitement of watching "road-diggers" at work. Foundations are laid, armatures emplaced, each stage quite visibly during working school time. And when the constructions are to be finalized it is the children who apply the clay, make templates and press patterns on to the turtle's shell, paint the ground and the creatures.

I spent some time in the playground talking to the children, too, not the hand-picked PR-type prodigies you are sometimes offered on school visits but boys and girls who were running about at playtime. They told me how to make a mosaic. They showed me the bits that they personally had made. They also told me a marvellous story about the making of mankind. Long ago a basket of animals was let down from the sky and . . .

However, back to the project!

The scheme seemed to me to be thoroughly worthwhile. It is seen as a pilot – and it is to be hoped that such ideas can be developed in secondary schools also. It may be that the citizens of the next generation will turn out better equipped in design technology, and ready with some of the skills that will be needed to help cope with inner city dereliction. But in rural areas, too, there is need for such enterprises. After all, who cut the original chalk horses on the downs? Who formed the awesome giant at Cerne Abbas?

Free Form Arts Trust Ltd is at 38 Dalston Lane, London E8.



Elephants at Ditton Fields School



Composite beast at Thomas Fairchild School

Functions

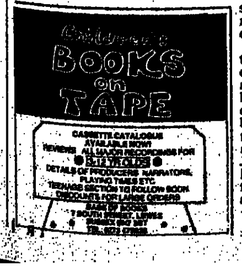
Religion in Art
Three packs, each with eight colour reproductions and a set of teachers' notes. £4.40 per set + VAT
Pictorial Charts Educational Trust, 27 Kirchen Road, London W13.

Religious art has its own functions and conventions. Christian art teaches the religion's story and myth, and inspires religious awe and devotion, as in the icon and altarpiece here. Much religious art represents divinities, from the Balinese mask to the Celtic horned god, and the Hindu painting of Vishnu. Where the god cannot be represented, as in Islam, its nature is suggested, as in the Turkish prayer mat with its geometric pattern symbolizing order. Other religious art is magical, very much more is ritual; the Egyptian Book of the Dead is a passport to the next world.

So in religious studies the posters could be used to explore the function of religion in different cultures, and think about the importance in each of the ritual, social, doctrinal and spiritual dimensions of religion. The face and body painting of sacred designs in the initiation ceremony of Australian aborigines, the making of a Navaho sand painting, the Peruvian ceremonial knife, and the Tao shrine, are all equally religious.

The posters could be used for art, too. They suggest the variety of artistic expression, and the artistic richness of non-Western cultures. The bronze head of a Yoruba king combines design and modelling with simple and beautiful economy. In the same metal, the Hindu dancing Shiva has a fluidity and delicacy which belies its mass. The Japanese rock garden moves between line and form, and between two and three dimensions with stunning abstract ambiguity.

Jessica Sarage



Ready-made

Standard French
Reading and writing tests, £2.95
Listening and speaking tests, £1.25
Teacher's pack, £20.00 + VAT
By A C Gillogley
Blackie & Son Ltd, Bishopbriggs, Glasgow G64 2NZ.

Here is a series of ready-made test materials designed for use with pupils taking the Scottish Standard Grade examination (hence the title). They cover the four skills of listening, speaking, reading and writing, and according to the author, "can profitably be used by pupils sitting GCSE exams". We shall see. There are five tests for each skill and each test is divided up into three levels, so they can be used with all levels of ability as required (except the writing, which is "for the better candidate only").

The reading tests are based on a good variety of authentic materials – posters, photographs, tourist brochures, magazine/newspaper articles, signs, handwritten notes, forms, etc. The questions have been designed to elicit naturally communicative and relevant answers in English, but some of the tasks are rather vague: eg "Summarize the complaints", or "In brief, what is the article about?", and some of the passages in Level Three (six) are extremely long.

The Listening Tests use studio-recorded cassettes of native speakers – clear but rather artificial – with questions in English. Again, they are "relevant" but the tasks have no variety at all, and sometimes vagueness also creeps in.

The speaking tests are basically role-plays, but are rather strangely devised (and, more strangely for GCSE users, intended to be prepared on one day by the pupils, using the "guidelines", and then tested on the next day). The writing tests are of even more limited use, consisting only of one task per test: "Express your opinions in French in about 200 words".

These tests come in book form, complete with a mark scheme, tapes and tape-transcript and advice for teachers, and they are clear to use, but I wonder if the usefulness of the listening and reading elements alone is enough to persuade all colleagues of their overall value.

Colin Russell

notes

LAUNCH PAD
Half the Launch Pad exhibition at the Science Museum in London will be closed until Tuesday November 3. This is to enable extensive building work to be carried out in the gallery.

GIVE UP FOR GOOD
Give Up For Good is a do-it-yourself guide to stopping smoking produced by the National Extension College. It provides action plans, health aids and checklists for the user as well as advice on how to enlist support from friends and family; begin a countdown to stopping; analysing why you smoke; and getting sponsorship.

Copies of the book, price £5.95, are available from NEC, 18 Brooklands Ave, Cambridge CB2 2HN.

On line

"LEARNING WITH Lasers" is the title of an exciting-looking seminar to be held at Central Library, Sutton, Surrey on Friday November 27. Beginning with a keynote from Ray Collins of Sutton TVEI, participants can hear the latest from Philips, from the Library Association (LISA on CD-ROM), Linguaphone, Pergamon Compact Solution (the International Encyclopaedia of Education on CD-ROM) and Whitakers (British Books in Print).

Other sessions focus on interactive video, with Phyllis Gove on *Domesday* and a lunchtime demonstration of the BBC *EcoDisc*, Brian Hill of Brighton Poly on IV in language teaching and Tacit Ltd showing low-cost IV (BBC micro and VCR). The seminar looks good value, though at £40 plus VAT, teachers will want support to attend. Details are from the Central Library, St Nicholas Way, Sutton, SM1 1EA.

TEDIMEN SOFTWARE is known for its splendid word processor *Folio* (reviewed *TES* 13.6.86), superb character design, enlightened attitudes to field-testing and modest licensing fees (taken up by 72 l.e.a.s so far). Now it has released French, German and Punjabi versions of *Folio*, with Gujerati, Hindi and Bengali "to follow shortly". The Punjabi version is greatly improved over the field-test version I saw nine months ago, and features a clear plastic keyboard overlay. This works fine on a Model B, though inevitably it doesn't fit the Master.

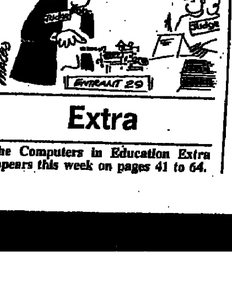
Tedimen has also produced new streamlined versions of the English edition, with faster displays and more text space. Folio-B is suited to model B, B+ and Master, whereas Folio-C (with 14 K of text space) runs on the Master only, where sideways RAM can be exploited to reduce disc access and speed things up further. A full page print gives useful margin settings, and there is batch print and a smaller, near letter quality print mode. All systems have a character editor which makes it easy to change character shapes, spacing and key definitions. *ELDeP Folio* is a special version for developing character sets such as Greek or Russian.

User guides are up to the usual Tedimen high standards. The new *Folio* cost £25 each except Punjabi (£35), with substantial discounts when two or more titles are bought at a time. Contact Tedimen, PO Box 23, Southampton SO9 7BD, for details of bulk discounts and licence terms.

MAPE (MICROS and Primary Education) informs me that *MAPE Tape 4*, which is really a disc, is now available for l.e.a. licensing at a flat rate of £120 per authority: this would be a steal for Strathclyde and relatively expensive for the Isle of Wight, but I can see the attraction of keeping it simple. The programs are *Magic Telephone*, *Pond Dipping*, *News Bulletin* and *Topol*. Contact Keith Whiting, 149 Sherbourne Avenue, Nuneaton, CV10 9JF for details.

TEACHERS WITH talents in the educational technology field may like to enter for a national award for innovation in educational and training technology. The prize is a travelling scholarship worth £250 and entrants must notify their intention by December 31. The competition is being run by Sundridge Park Training Technologies in association with the Educational Technology International Conference, ETIC 88, to be held at Plymouth Polytechnic in April 88. Contact Nick Rushby on 01 460 8585 for details.

Jacquetta Megarry



Extra

The Computers in Education Extra appears this week on pages 41 to 64.



Train of thought

Tony Scott is liberated by his laptop machine

I am writing this article on the train. That is not unusual – many people try to turn train journeys into useful time in various ways, like reading a novel, catching up on sleep, or writing notes on the meeting they just had. The difference here is that I am writing direct into a word processor, and revising the article as I go along, using a "laptop" or "knee-top" computer.

I am using a **Thorn-EMI Liberator**, which was designed to meet a specification for briefcase computers produced by the Civil Service. They found that, although there were several computers in this market, none was really suitable for the job in hand. Some of the laptop computers which were around when the Liberator was produced were quite powerful, and more sophisticated models have joined the market since, but machines like the Liberator are often more suitable for the few "laptop" applications which obtain in an educational administration context.

Liberators are also used by HMI and some l.e.a.s. Croydon's school inspectorate have each had one for about a year now. They use them day-to-day to make notes while out in the field, to draft reports, and produce other regular documents for transfer to RM Nimbus and AES Wordplex machines for final revision. It also means that even when they are all in the office, there is a machine on everybody's desk.

Easy access to a word processor is quite important when your workgroup is oriented to document production, especially when no report is the sole authorship of one inspector but rather the focus of dialogues between inspectors, and inspectorate and the school. There is much editing and re-editing to be done at the draft stage.

That point about transferring documents to other machines highlights the need for taking a very careful specification of the role the laptop machine will have, and why fairly unsophisticated machines like the Liberator are sometimes preferable to those offering more, but more complex, facilities.

The Liberator is about 8 × 10 inches and the thickness of a medium-length paperback (it is certainly thinner, and probably no heavier, than the "Made into an epic TV serial" blockbuster my neighbour is reading). It has a fairly large 80-character by 16-line screen and a QWERTY membrane keyboard with thin plastic tops. It would probably drive a touch-typist mad, but it is pretty accurate and the keys are large enough to be hit by a reasonably fast two-finger typist on a wobbly train. You need to develop quite a light touch, quite the reverse of the hacker-basher's usual thump.

Time to change trains.

I closed the lid, hauled myself over to the other train, sat down, opened the lid, and carried on precisely where I left off: Liberators, like most laptops, have CMOS battery-backed memory (the kind that misbehaves if you overcharge the battery), and opening the lid presents you with the word processor activated and the cursor still in the same place in your document.

What the Liberator does not have is built-in disc drives, printer, or TV modulator, or even any other programs apart from a word processor. Laptop designers have to reach a careful compromise, otherwise they end up producing "luggable" suitcase machines, which cannot be used "on the move". Even the resident word processor on the Liberator is pretty limited – though it provides cut and paste facilities, it doesn't attempt to be *Wordstar*.

You can plug ROM packs into the side if you need a spreadsheet or a database, and CMOS RAM-packs in the back, if you want to do a bulk data transfer in the field and not lug the portable disc drive around. The ROM pack that is really useful, and should have been provided internally, is the communication program. This lets you use an external modem to contact an electronic mail service such as TTNS or BT Gold and transfer documents up and down line. It also has the only bug I've encountered with a Liberator (apart from the battery-overcharge problem). Trying to download a large file to a full machine zaps your communications file, before it tells you the machine is full; most people will mostly be uploading, anyway.

You also get sockets in the back which enable you to copy files to a printer or on to another Liberator. That careful specification, again: Civil Servants, HMI, l.e.a. inspectors, often need to revise each other's drafts, so direct copying is very useful. So we have a briefcase (or satchel)-sized word processor, which doesn't pretend to be very much more and needs external help for communications, databases, and spreadsheets. It is very easy to use, and to connect up to other devices. However, at around £650, it is pretty expensive.

So what other machines does the market offer? Are any of these a "better deal" for the education market? Do any suit a single-machine user? (The Liberator will transfer stuff straight to my Nimbus; if I didn't have the Nimbus, it would be far too limited). The Japanese have a fair slice of this market, and there are American and French machines too. Representative manufacturers are Epson, Tandy and Goupil.

Tandy have been in the market longest, with Tandy 100 and 200 portables. The Epson PX series provides CP-M or MS DOS compatibility; Goupil offer a complete "briefcase" package, with all the software needed by a small businessman. Each of these machines provides a certain amount of upward compatibility, certainly with other business micros from the same manufacturer, and, with proper keyboards, etc, some attempt to be usable by the secretary as well as the manager.

Perhaps because manufacturers have this image of the purchaser being a manager with budget control, all of these are in the £800–£1,000 range and, in their quest for compatibility with the business micro, perhaps offer more services than we require in education, at too high a price.

There is, however, one machine at least which might be considered as a realistic next step on from the Liberator, offering just those few extra facilities that education users might really need, and at a more appropriate price, and that is Sir Clive Sinclair's Z88.

This is a laptop computer for about £250, offering word processing, spreadsheet, database and communications facilities. If, and it is a big if, Sinclair can avoid the shifting specification syndrome which bedevilled his earlier products and also their poor reliability, the Z88 could be useful to heads and inspectors as a basic document-creation machine, with database and spreadsheet facilities sufficient for testing out ideas on capitation, funding formulas and the like.

Of course, the real test of a laptop computer is its communications capabilities, which is why I am attempting to send this article to *The TES* by electronic mail. Now where did I put that mailbox number . . . ? [*Copy received. Thanks, Ed*]

The Liberater costs £650 + VAT Thorn-EMI Datatech Ltd, Spur Rd, North Feltham Trading Estate, Feltham, Middx TW14 0TD.

Rhaglenni dwyieithog

Iola Smith on the work of the Microelectronics Education Unit Cymru

Encouraging teachers in Wales to use computers across the curriculum with all age and ability groups is the objective of the Microelectronics Education Unit Cymru. Funded to the tune of £100,000 a year by the Welsh Office and all eight l.e.a.s, it is administered by the Welsh Joint Education Committee and was created in April 1986 as a successor to the Microelectronics Education Programme.

"We run courses, conferences, news letters and exhibitions for teachers as well as providing a comprehensive information service," explains MEUC's director, David Rees. "But our main function is the development of new software which is relevant to the needs of five to 19-year-olds in Wales."

As a result, bilingual packages have been created, covering topics as diverse as satellite technology and heart disease and specific Welsh-language programs, devised to counter the acute shortage of Welsh medium software.

Until the mid-Eighties such educational software was mainly produced by enthusiastic amateurs working in isolation, but the pioneering projects of the Microelectronics Education Programme, coupled with the Welsh Office's willingness to fund computing initiatives via the Welsh Language Grant, has improved the situation.

Some English programs have been translated and, despite the expense of production for a limited market, original Welsh medium material is being created.

Cost wasn't the only problem facing programmers in the early days. Appropriate terms had to be invented for computer sections (they are now embodied in a specialist dictionary compiled by the WJEC in 1986) and the language's mutations had to be accommodated.

Those problems are now largely overcome, and MEUC has even succeeded in developing a program for teaching Welsh grammar and vocabulary to infants. And for primary pupils interested in wildlife, a database for recording birds, wild flowers and the weather is available.

"One of the more unusual bilingual primary programs is *Lifeboat*, an authentic re-creation of a Bristol Channel air/sea rescue," says David Rees. "Pupils are invited to coordinate the rescue, using mapping, geometrical and decision-making skills. It is expected that the program will be the starting point for a part-time studies class project."

The Principality's history is also featured in the form of programs and books on 13th-century castles and the medieval lifestyle. Secondary school material looks to the future, focusing on information programs about satellites and a CDT package on aeroplane design.

At this level health education and biology are also being introduced by computer. The resulting bilingual interactive heart health project enables pupils to investigate the effect of exercise on the heart and gauge their own fitness level. Already tried out in Cardiff's schools, this program – like all the other MEUC software – is now available Principality-wide. Interest has also been shown by Scottish schools in the health education program.

Staying on your bike

David Peck on a new careers series

Falling on your Feet
"Standing on Your Own Two Feet", "Working in Hair and Beauty", "Working in Electronics", "Working in Agriculture", "Working in Sport and Recreation"
By Phil Wainman of Utopia Video Ltd with support from MSC
£49.95 + VAT for all five from Pergamon Educational Productions, Hennock Rd, Exeter EX2 8RP; also sold in high street stores, £9.95 each.

Those marketing *Falling on your Feet* want you to know that their product is street credible. Providing you have £9.95 (or multiples of £9.95 if you want to know about more than one career area) you can buy their videos from high street outlets where they will be displayed alongside the Beastie Boys. My guess is that if you are about 15 and have got just £9.95 the Beastie Boys and their marketing persons will get your money.

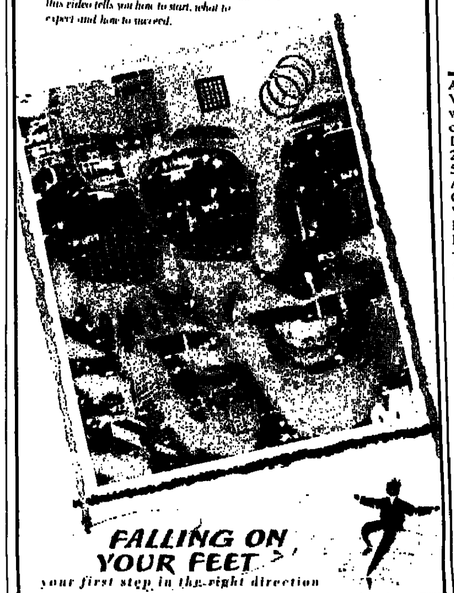
I suspect the real market for *Falling on your Feet* lies in schools and Careers Services purchasing on behalf of local education authorities and doing so on the advice of teachers and careers officers. Certainly, these videos will be of most use to young people who view them in groups led by adults who can draw out the very important messages they contain.

The general video, *Standing on Your Own Two Feet* is a case in point. It is not, as the blurb claims, about self-assessment. It is about starting work. Brilliantly produced and acted, it takes two well-conceived case studies which demonstrate hazards like sexual harassment by superiors, undue parental pressure and the painful consequences of taking the first opportunity offered whether or not it accords with a previous and carefully-made career decision. In the hands of a skilled group leader it could be very effective indeed. Viewed at home by any young person who is not vocationally and emotionally mature, it presents a grim picture and naturally asks more questions than it answers.

The four videos covering different career areas (and more are expected) are similarly well produced and their content well considered. The case studies in the electronics film are particularly good. The one about a young woman working successfully as a technician after initially taking arts A levels is truly excellent and could itself form the basis of a whole discussion period. The stories of the young people in the agriculture film are similarly well presented as is the variety of careers in this modern industry.

I found the strong London accent of the commentator rather intrusive – if a video is designed for national sale it is wise to avoid a strong regional flavour. On the other hand, I suppose the subliminal message might just be that those who aspire to interesting careers and the South-east style of life should accept South-east values and the mode of speech which goes with them.

Incidentally, there is a message for examination boards in electronics: however BTEC might market its titles, young people still use language their fathers and employers understand and talk about "studying for HNC".



Attracting high street shoppers

Each video is accompanied by a leaflet using the well-known "Working In . . ." prefix initiated by the Careers and Occupational Information Centre of the Manpower Services Commission.

This new venture deserves to succeed. Whether it can do so in competition with the mass of other video material available remains to be seen. Certainly the free ones from the MSC and the newly-marketing conscious DES provide hot competition in the self-assessment field. But I shall advise my careers information officer to buy *Falling on your Feet*. I am sure his teacher colleagues will find it a valuable addition to the careers material already available.

David Peck is County Careers Officer, Shropshire.

Aids shock horror

David Panter on two new productions for the classroom

A Question of Aids
VHS £5 for hire or £15 for purchase within ILEA; £22 for purchase only outside ILEA
ILEA Centre for Learning Resources, 275 Kennington Lane, London SE11 5QZ.
Aids in Your School
Charlotte Beyers, USA
VHS £95 + VAT and p&p; £30 to hire
Educational Media International, 25 Bolleau Road, London W5 3AL.

"Controversial new sex education video on Aids" proclaimed the *Daily Express* (October 1). So it was with some excitement that I agreed to review ILEA's very own Aids video, *A Question of Aids*. Having received the video in anonymous brown paper wrappings I chose a time when I knew I would be home alone to settle down in front of the video recorder. Of course I had to be sure to draw the living room curtains so that no passer by would accidentally get a glimpse of the shocking scenes soon to be enacted on my television screen. Feeling half nervous, half excited my trembling hand fed the video into the machine and pressed the play button . . . It was indeed a shocking sight but not quite in the way I had expected.

Gay men have been living with Aids for six or seven years, the rest of the community for two or three years, even the Government has been actively campaigning about Aids for almost a year now. This being the case, why has the Inner London Education Authority, heralded as one of the most radical in the country, taken so long to produce video material on Aids/HIV for use within its schools. Not only have they taken so long to act, but now that they have, the product is appalling.

The video is simply a visual presentation of the "visitor experience": Scene 1 – Young people brain-storming ideas and issues relating to Aids/HIV.
Scene 2 – Adult facilitating young people preparing questions for visitor.
Scene 3 – Young people put questions to visitor, Professor Michael Adler, who in turn answers them.

The questions asked by the sixth formers are well constructed and cover many issues, such as what is Aids? How do you become infected? What is safer sex? Should we carry condoms around? What do you think of the media coverage? It appears that the young people participating gain a lot from the presence of Professor Adler, so the sincerity of the occasion is not in question. What is in question is the usefulness of this experience when presented on video.

I asked several teachers how they might use this product and none could identify specific classroom usage – partly because of the boring, static style of presentation but more importantly because they felt that the young people they were dealing with may well be frustrated by not having the questions they wished to ask being answered in the video. The constructive use suggested for the video was as training material for teachers themselves on how to use the "visitor experience" method.

If we are going to engage in effective Aids/HIV education in this country, the video medium has to be used to its full potential. ILEA achieve nothing in this one which could not better have been achieved through the distribution of written guidance notes for teachers on the "visitor experience". This is a retrograde step, for Aids videos after the warmth of Central Television's *Coming Soon*, which utilizes the medium to good effect, conveying much information and insight.

This later video, I imagine, has been influenced by the style of those being produced in America. *Aids In Your School*, the latest release from Educational Media International by Charlotte Beyer, is a good example of the American use of the medium. While the context of the video is nothing special, an interview with a scientist about what Aids is, an interview with a doctor about how to protect yourself and several interviews with people with Aids, the style of presentation is. Fast editing, pop music and the use of teenage presenters gives it pace and adds punch to the message.

This video also ends with an interesting twist in that it offers advice to school children on how to cope with and react to friends who are HIV positive. It quite rightly won the Cine Golden Eagle award at Cannes this year.

In the press release accompanying ILEA's video, Barrie Stead, chair of the authority's schools sub-committee, states that "there is an urgent need for accurate information aimed at young people which deals with the subject of Aids". I hope that in the future ILEA will add exciting and stimulating presentation to the urgency and accuracy, for without all three the cause is lost.

David Panter is Aids information adviser, Islington Health Education Authority.

edits

SEE IT MY WAY
In order to help young people understand more about petcare, the RSPCA and Spillers have made a video called *See It My Way* which is available free on loan to schools from Spillers RSPCA Video, Dept 3B1, Mount Farm, Milton Keynes, MK1 1HQ.
It features actors Peter Davidson and Johnny Morris taking a look at the lives of everyday pets, from the animals' point of view.

MASTERCLASS
Education Secretary Kenneth Baker this week launched a new Mathematics Masterclass video 'Geometry and Perspective'. It will be distributed automatically and free of charge to local education authorities and other organisations for unlimited copying. The video was produced for the Royal Institution of Great Britain by the BBC/Open University production unit and funded by the DES.

Local legend

The Battle of Mortimer's Cross
VHS, £21.95
Spot Video Productions Ltd, 15 School Lane, Leominster, Herefordshire.

Local history has always been bursting with amateur enthusiasts, poking into everything from Roman drains to the private lives of borough freemen. Empty fields have given up their swords as well as ploughshares, their cannon balls and now – videos. Spot Video Productions have been discovering the Wars of the Roses.

The cast list reveals hosts of people absorbed in other ages, the Knights of Outreymer, the Pageant Masters, the East Anglian Dark Ages Society and many others who spend their time recreating armour and weapons, and refighting old battles; nothing new in itself but now new technology can preserve their work.

This has made them not just pursuers of historical knowledge but a kind of historical source in themselves. Theatre has recreated history for centuries, but as the basis for understanding historical situations, how "real" is this kind of video?

Despite the technical filming skills, this is not Hollywood. The characters do not look like Harrison Ford or perform startling feats of camera-aided athleticism on the battlefield, but their amateurism makes them curiously more "real" than the professionals of the big screen.

This video has many potential uses in the classroom. It is 50 minutes long but falls handily into sections which could be used selectively. The introduction of the causes of the wars is a clear but thoroughly Yorkist account – how unreasonable of Queen Margaret to want her son to succeed his father on the throne! There is some interesting and skillful use of models and paintings to recreate the battle scene but the viewer occasionally feels for the actors who do not speak, but sometimes spend painful minutes having to look meaningful during the voice-over commentary.

The Bowman who tells the story of the battle is understandably biased towards the Yorkists, though for a professional soldier he seems to have picked up a strangely educated accent and an imperturbed attitude to the goings on in which he has so a central a part. Nevertheless, his everyday language represents an honest effort to inform rather than dramatize.



Detailed plans for a battle for which there is almost no documentary evidence, but plenty of local legend, is perhaps a triumph of accumulation over authentication. The significant point, though, is that they are valid for their time, and accessible to the middle-school pupil.

Preparations completed, the battle then breaks into action. This is the high point of the production: active, varied, involved and what the participants obviously came for. Educationally, it is the most useful part because it is what cannot be reproduced in the classroom. The music, lighting and effects create changes of pace and mood from the opening battle cries to the women and children searching for the dead and the final executions. The song, specially written and performed by Martin Blake of Blake's III, may not be authentic, but it lends atmosphere.

As video technology advances it should become more accessible to the amateur, and if *The Battle of Mortimer's Cross* is compared to the recent blockbuster on Mussolini, history is seen to be better served by local enthusiasm than by commercial hype.

Sue Jones



Past perfect

Gerald Haigh sheds a nostalgic tear

SCHOOL TELEVISION
How We Used to Live
ITV Schools
Channel 4 Tuesdays 11.39am, repeated Fridays 9.59am.

For my money Yorkshire TV's *How We Used to Live* is one of the best educational series of all time. The dramatic format, by which we see the past through the eyes of ordinary people, is ostensibly simple. But to succeed with simple ideas requires that they be done very well. Here the cast is strong, the writing is literate and vigorous, the period detail is meticulous and the points which invite classroom follow-up are introduced with great imagination and narrative skill.

The latest series, comprising 10 programmes this term and 10 in the spring term, takes us from 1954 to 1970. In the first one the Brady family, who are central to the story, are moving from London back to their roots in the North of England. Here I confess it became emotionally a little too much for me. Susan Brady was the girl I grew up with; the *Bradley Gazette* was my own beloved *South Yorkshire Times*; indulgent Uncle Albert was an amalgam of my father's jolly brothers. And when Michael Brady picked up the kettle which his daughter had burned and said "I'll bray her when I get hold of her!" then I knew I was home and I unashamedly wept.

In the second programme, Susan begins in 1955 to emerge with some hesitation as a teenager. The first teddy boy appears at the youth club and Uncle Albert converts his shop into the Sorrento coffee bar. As the programme fades he is happily hand jiving to Bill Haley and the Comets surrounded by rocking youngsters. The strength of the casting is underlined by Bobby Knutt's affectionate playing of Uncle Albert. All the detail, of course, is spot on, from the flower bowls made from old 78s to the lads whose speech is permanently stuck in imitation of various *Goon Show* characters.

There is a problem in all this, of course, in that the study of recent history can too easily become a sort of nostalgic wallow for the middle-aged teacher. It is clearly necessary to reach beyond this and to construct a real historical perspective for the period. The teacher will pick up most of what is necessary from the programmes themselves – the economic and social changes as Britain moved from the shadow of the war; growing awareness of tensions in the Middle East; the ebb and flow of the cold war.

What really helps to keep things in focus though is the excellent booklet of teachers' notes which points up the main themes and gives ideas for preparation as well as for follow-up. There is also a very good pupil workbook.

My only criticism is the entirely trivial one that the vehicles, as in so many period productions, are all far too clean. They are, I assume, hired from enthusiasts who keep them looking better than they did in real life. The *Bradley Gazette* has a Fordson van which is in better nick than when it came from the factory. Perhaps YTV should have paid extra for the right to throw a bit of mud over it.

Future imperfect

Paul McGee looks at another world

CONTINUING EDUCATION
Welcome to My World
BBC1, Sundays 11.00pm
From October 11

This series is intended to set part of the agenda for the debate about the threats and promises which technology offers. Robert Powell reports "from beyond the information wave". As he frequently says, his world – in which everything promised by the prophets of information technology has come true – is only one possible world. But we are left in no doubt that we are well on the way to it.

The five programmes each begin with a fictional news report from the future, followed by the comments of well-known pundits. The story usually gets lost and the format makes it difficult to tell whether the views are about the fantasy or the present.

"The Refusal" (programme 1) looked at the possible effects of increased automation. It is rather frightening to hear Rex Malik say that he sees the total elimination of people from the production process and for this to be followed by Charles Lecht saying that he really believes machines can do everything better than people.

"The Leak" (programme 2) looks at how the efficient use of information poses threats to individual privacy and to the individual's access to information. In an ideal world, the new power would not be money in the hands of the few but information in the hands of the many. This vision could be shattered if information is treated as just another commodity which can be bought and sold. The "news story" of a leak from a secret government computer obscures James Martin's crucial point that it is the automation of intolerance that is frightening.

In a world where the international money markets resemble a gigantic casino which never closes, information about money becomes more important than the money itself. As the machines do more of the drudgery of transferring it, the valued skills are those which decide the rules the computers use to make their decisions about buying and selling. "The Ripple" (programme 3) contains the best of the five stories – a tale of what could happen if the computers went wrong and all started to sell.

Computer fraud is portrayed as impersonal: criminals rarely know whom they are harming. This point is echoed in "The Pact" (programme 4), which investigates the human role in future warfare. In the midst of a tedious "scenario" of future alliances, there is a fascinating conversation where a Tornado pilot and navigator accept that they control the aircraft "if the electrics or the computer fail, but later generations, being totally unstable, rely on the computer".

"The Forgery" (programme 5) asks whether individuals really have computer power or merely computer toys. Stunning graphics hide a superficial argument.

Robert Powell's very careful delivery could help viewers consider the important issues raised in the series but it could just as easily leave them bored. The series shows how the importance of information technology goes far beyond the usual wealth creation arguments. It should be compulsory viewing for Mr Baker's advisers, who have given learning about IT such a low priority in the proposed National Curriculum.

Tales of cheese and mice

SCHOOL TELEVISION
Storytime
BBC2, Wednesdays 2.02pm; repeated Fridays 11am.

Although the title of this series doesn't exactly conjure up new and exciting images, each programme is presented in an imaginative and lively way with a nice mix of reality and fantasy related to children's own experiences. *Storytime* is a new series featuring stories, both new and well known, for four to five-year-olds. They are told by a number of storytellers, and have been chosen to provide the children with a richness of presentation and style. The clarity of storyline in the books used is supported in a number of ways – through props, artefacts, cut-out figures, sequential pictures, and puppets.

The programmes give opportunities for participation not only in sharing the storytelling but in the linking of songs and rhymes. Each story has its own related activities, examples of which are briefly outlined in the accompanying pamphlet, which is based on programme one. Many ideas are suggested for extending each programme – apart from simply enjoying the story, it is hoped that children will enter into the world of the characters, make links with their own lives, learn about new things, and learn about relationships.

The first story in the series, "The King, the Mice and the Cheese", is an Indian story, in a traditional setting, of a cheese-loving king whose palace is invaded by cheese-loving mice. He orders his administrators to solve the problem. They bring in mice-chasing cats . . . to get rid of the cats they bring in cat chasing dogs . . . and so on. In the end the king is forced into making a compromise with the mice.

The story part of a delightful programme is introduced by Jaye Griffiths who thinks "Mice are rather nice". (She has her own mice finger puppets, too.) We then see the link with reality as two little mice scuttle round a house, accompanied by children's commentary. This admirably sets the scene for a story which begins with the book and, almost imperceptibly, changes to animation. The concluding shots take us into school, where children are using the library, acting out plays and making "chasing" stories.

The early programmes are of a high calibre, and Jaye Griffiths, especially, is well suited to storytelling, as she relates easily to the children. Many very enjoyable stories are included in the series, and one of the newer ones, "Jim and the Beanstalk" is quite an imaginative sequel to the old tale.

The *Storytime* programmes are great fun and this BBC series has been well thought out, drawing on many different varieties of experience related to the art of storytelling. They should prove popular with a very large number of four to five-year-olds, and will be even more popular with educators once the teachers' notes are available.

Penni Cotton



ISSUES
A current affairs series for teenagers
THE GULF WAR
How did it start? Can the UN succeed?
ISSUES – a new series from BBC School TV which examines a topical event every fortnight
BBC Thursday 22 October 12.25–12.50
Repeated Thursday 29 October 12.25
and Monday 2 November 12.30
FREE TEACHERS' NOTES VIA CEEFAX TELESOFTWARE
BBC EDUCATION More information from BBC Education (IS) London W5 2PA Tel: 01-991 8031 (24 hours) BBC tv

OFF AIR

THE ROW over merchandise-related TV cartoon series like *Thundercats* rumbles on to the tune of jingling cash registers. BBC and ITV have been accused of screening extended commercials for toys. And there will be a *Masters of the Universe* live action feature film at a cinema near you this Christmas, probably involving sales in the foyer.

Now a new super hero has arrived on the scene – Terence Conran. His British Home Stores chain is about to stock a new breed of non-violent space travelling toys called Explorer 12. BHS say that it is a deliberate attack on the TV toys which are said to provoke violence.

"For the first time in history, all governments are united in a single cause, the survival of humanity," says the publicity. Explorer scientists and their vehicles "are committed to an exploration of uncharted regions of the world to find new lands to settle and energy resources to tap." If this sounds like the beginning of new colonialism, fear not. The scientists may well be planning to barter merchandise like Explorer trainers and pyjamas with the [illegible] natives. [illegible]

However, it now seems that children won't buy a certain sort of toy without first having seen it on a TV screen. Deciding for the moment against expensive TV advertising, BHS are to experiment with a £25,000 point of sale video. While mum or dad is at the cheese counter, the kids can watch a nine-minute story about Explorer 12. There is one fatal problem with POS video, as shown to long captive queues in main post offices. As they are programmed to repeat themselves six or more times an hour, their sound tracks drive counter staff round the bend. Usually the volume gets turned to zero.

SPORT AID'S young roaming reporters are now back from visits to developing countries and their reports about how young people live in places like Zimbabwe, the Philippines and Guatemala are now hitting the airwaves in Britain. Thomas Sankara, the president of Burkina Faso, announced in an interview that he would like to form a rock band with Bob Geldof.

Reports can be seen on the BBC Saturday morning show *Going Live* and on Radio 1's *New Beat* programmes over the next five weeks. The idea, according to Sport Aid is to inform first, and fund raise second. All the reports show the challenges young people in developing countries face, and more importantly, positive ways to solve problems. No problem is repre- [illegible] Sport Aid say that there was no adult manipulation of young reporters. Their personal reports will be entirely genuine.

Although the reports appear in BBC broadcasts, Sport Aid's media wing is becoming increasingly independent. With sponsorship backing, they hope to produce a half-hour television programme in the new year. This will again be made by young people for young people, and will be available, free of charge, to any TV network in the world willing to screen it.

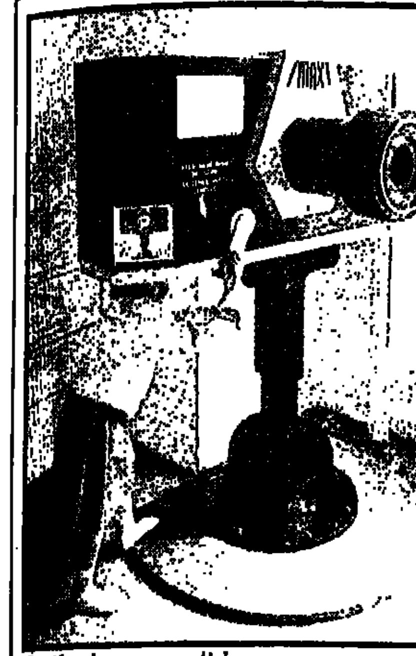
THE LATEST in the great tape debate: figures recently released by the British Phonographic Industry reveal large-scale thefts among your pupils. Four out of five eight to fourteen-year-olds tape illegally, mainly from the radio, contributing significantly to a total yearly theft valued between £300 and £400 million in loss of sales, according to the BPI. They suspect that the rumour (last week's *Off Air*) that the Government may drop the levy from forthcoming legislation was started from within the audio tape industry.

In support of the levy, the BPI are keen to tell children that paying out that extra pocket money will mean they can legally "buy" a pop record for less than 10p. The BPI are willing to provide free material – and even live speakers – to interested schools. For details write to Sarah Davis, BPI, Roxburgh House, 273 Regent Street, London W1.

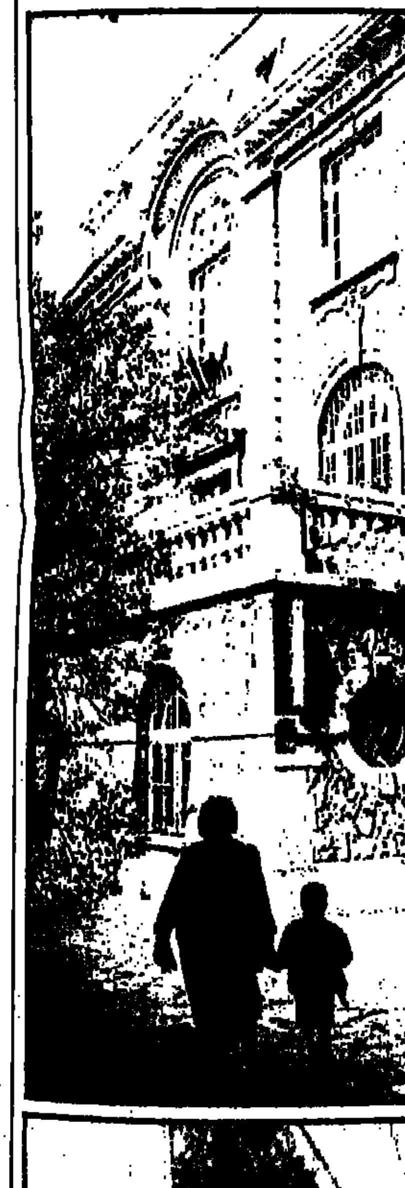
Nick Baker

Hands on

Jane Marshall visits the Brussels children's museum



Smile please: candid camera at the Kindermuseum





Hold on please: communication is one of the main themes of the latest exhibits

Photographs by Jiri Jiru

Four or five children sit astride the receiver of a giant telephone, sliding off one by one on to cushions to be replaced by others climbing up the dial. A four-foot-high hollow wooden caterpillar nearby encourages the energetic to crawl through its dark body and identify by touch the different materials under their hands and knees: rubber, coconut matting, fur, bristle, bags of sand.

In an adjoining room a dozen girls round a table are carefully cutting out and assembling animal masks; upstairs, painters are daubing colourfully on to large sheets of paper, sculptors are modelling clay. In the kitchen, one group is turning out a successful batch of cakes, and in a small theatre on the top floor another is composing and rehearsing a play, to be performed to the public at half past four.

It's Wednesday afternoon at the Children's Musuem in Brussels where, on their half-day off school, over 300 youngsters aged between four and 12 have come to have a great time – and, though they might not realise it, to learn – at a hands-on exhibition where everything is for touching, making and experimenting with.

The following Friday morning two parties of children, one from Brussels, the other from Hamois in the Ardennes, visit the museum on school trips. The scene is quieter, more organized than Wednesday's apparent chaos as the pupils, with no less interest and enthusiasm, make their way round the exhibits in small groups, each with its own animator to explain how things work, offer guidance as the children try for themselves, supervise games or tell stories.

For over a decade the museum has amused, enthralled, entertained, occupied and, above all, educated countless thousands of children. Its basic principle is to teach them through encouraging their natural curiosity and by providing exhibits they can not only look at, listen to and admire, but also touch, use and make work.

Visits in the early seventies to the Boston Children's Museum in the United States inspired director, Flemish child psychologist Catherine Lippens, to start something similar in Brussels: "I was very impressed by the idea of learning by playing, and my son, who was then two, obviously enjoyed it.

After her return to Belgium it took her, and willing friends, three years of determined effort to set it up "absolutely from scratch". They initially needed a million Belgian francs – "I'd naively thought the government might provide a building, but in the end we just had to find a house and pay rent" – and their first sponsor was the Morgan Bank which contributed half the sum on condition they could match it. "We rang lots of doorbells," she remembers.

In October 1976 the museum opened, first for school visits only, then to the public a couple of times a week. A membership scheme was started to raise the funds of between one and two million francs a year needed to run it. Belgium's complicated political system, which splits the population into Flemish-speaking and Francophone communities with separate ministries of culture and education for each, made it hard to get government support; but now the museum receives an annual government subsidy of 100,000 francs.

Belgium's Queen Fabiola has taken an interest in the museum since it started, and on its tenth anniversary she became patron for a year. The museum also celebrated its first decade with a move to spacious new premises which replaced its first home, a tall, narrow townhouse which had become too cramped.

Now the museum is accommodated in an elegant mansion in a small park, donated rent-free for 27 years by the local commune (borough), Ixelles. From a balcony fly two flags – the black, gold and red stripes of Belgium, and one with the museum's symbol of outstretched orange hand with a smiling face on it.

Inside, hanging on the wall of the entrance hall, is the motto of the museum, the Chinese proverb: "I hear and I forget; I see and I remember; I do and I understand."

Much of the charm and originality of the museum are due to the imagination and skill of Fons de Weerdt, resident designer and craftsman who makes nearly all the exhibits. His work also includes the tree-like coat-stands at reception, and the caterpillars that curl along the marble banisters, preventing children from sliding down.

He is the only full-time member of staff totally paid for by the museum, an independent, non-profit-making organisation which relies heavily on voluntary help. The five-strong administration team is unpaid, the wages of four workers recruited from a youth employment scheme are mostly financed by the government. There are also 10 part-time student animators, and 15 weekend volunteers.

Each year they welcome 45,000 children, and receive visits from 350 schools both from throughout Belgium and from other countries, especially neighbouring ones. All the signs and activities are bi-lingual, in Belgium's two main official languages, French and Flemish (a dialect of Dutch). But visitors of many other nationalities come too, says Catherine Lippens, and nearly all the assistants speak German and English.

Favourite features are the animals – rabbits, guinea pigs, mice and fish – a well-equipped kitchen and the theatre where one or two short plays are invented and performed [illegible] noon. The museum also has a [illegible] children can plant seeds, a café and special facilities for the handicapped.

But most of the space is devoted to the museum's current theme, Communication, which will feature for two years altogether and is symbolised by the huge telephone, one of the first exhibits visitors encounter. "Not just communication through machines and mechanical means," explains Michelle Clette, one of the staff, "but especially contact between people – sight, hearing, touch, smell, taste, body language, writing, gestures and games."

So mirrors hung next to models of angry, sad or amused faces encourage children to imitate the expressions; a panel of buttons activates lights to reveal what areas of the brain control different body functions and actions; Braille pages, playing cards and dominoes demonstrate how the blind "see" with their hands. A room given over to writing covers its evolution from scratches on stone and oyster shells, through hieroglyphics and quills, to ball-points, felt-tips and computer print-outs.

A little art gallery shows prints of paintings all illustrating Spring. "We chose pictures by a variety of artists – Botticelli, Pissarro, Klimt and others – to show the children that each communicates the same idea in his own way," explains Michelle Clette.

Games of communication also involve dressing up in uniforms that denote kinds of profession – lawyer, doctor, police officer; expressing emotion and mood for given scenarious; fitting signs, jigsaw-style, into a street scene. Illustrations show how people started to talk by copying noises, and how cockerels crow "differently" in different languages: "cock-a-doodle-do" in English, "cocarica" in French, "wowowo" in Chinese.

The children can film each other with a model movie camera so they appear on a TV screen, learn how a newspaper is printed, experience working in a computerised travel agency or in a post office.

When at last they have worked their way through the museum, the children find at the top a dark forest with a gingerbread house and castle tower they can climb. A witch flies overhead on a broomstick. Sometimes one of the staff will tell them a story as they sprawl on the cushions inside the cottage; and that, so children tell me, is the best means of communication there is.

The Children's Museum (Le Musée des Enfants/Het Kindermuseum) is at 15 Rue du Bourgmestre, 1050 Brussels, telephone (010-32) 2/640.01.07. It is open to the public on Wednesday, Saturday and Sunday afternoons during term, and every day during school holidays, from 2.30 to 5pm. School visits lasting half a day or a full day take place on [illegible]



[illegible] the tram take the strain

OVER £3,000 WORTH OF PRIZES

SCHOOL STAFFROOM CROSSWORD COMPETITION

The Times Educational Supplement and Collins Dictionaries invite entries from School Staffrooms. There are over 50 prizes to be won. The competition is also open to other readers of the TES. Contestants who are not members of a school staff should nominate a school of their choice to be the recipient of any prize. The winning entries will be the first correct solutions opened from those submitted or the next most nearly correct. All entries should be accompanied by the official entry form to be found in the October 16 issue of the TES or on the Collins Dictionaries leaflet mailed to secondary schools (ie no photocopies). The solution to the puzzle and the names of the winning schools will be announced in the TES on November 13. No employees, or their relatives – of The Times Supplements or the Collins Group are eligible to enter. Send your entry to Collins Publishers (TES/Collins Competition) PO Box, Glasgow G4 0NB, postmarked not later than Friday October 23.

Prizes will be awarded as follows:
6 1st prizes of books to the value of £150
10 2nd prizes of books to the value of £100
15 3rd prizes of books to the value of £75
20 runner up prizes of one copy of the Collins English Dictionary (£14.95)

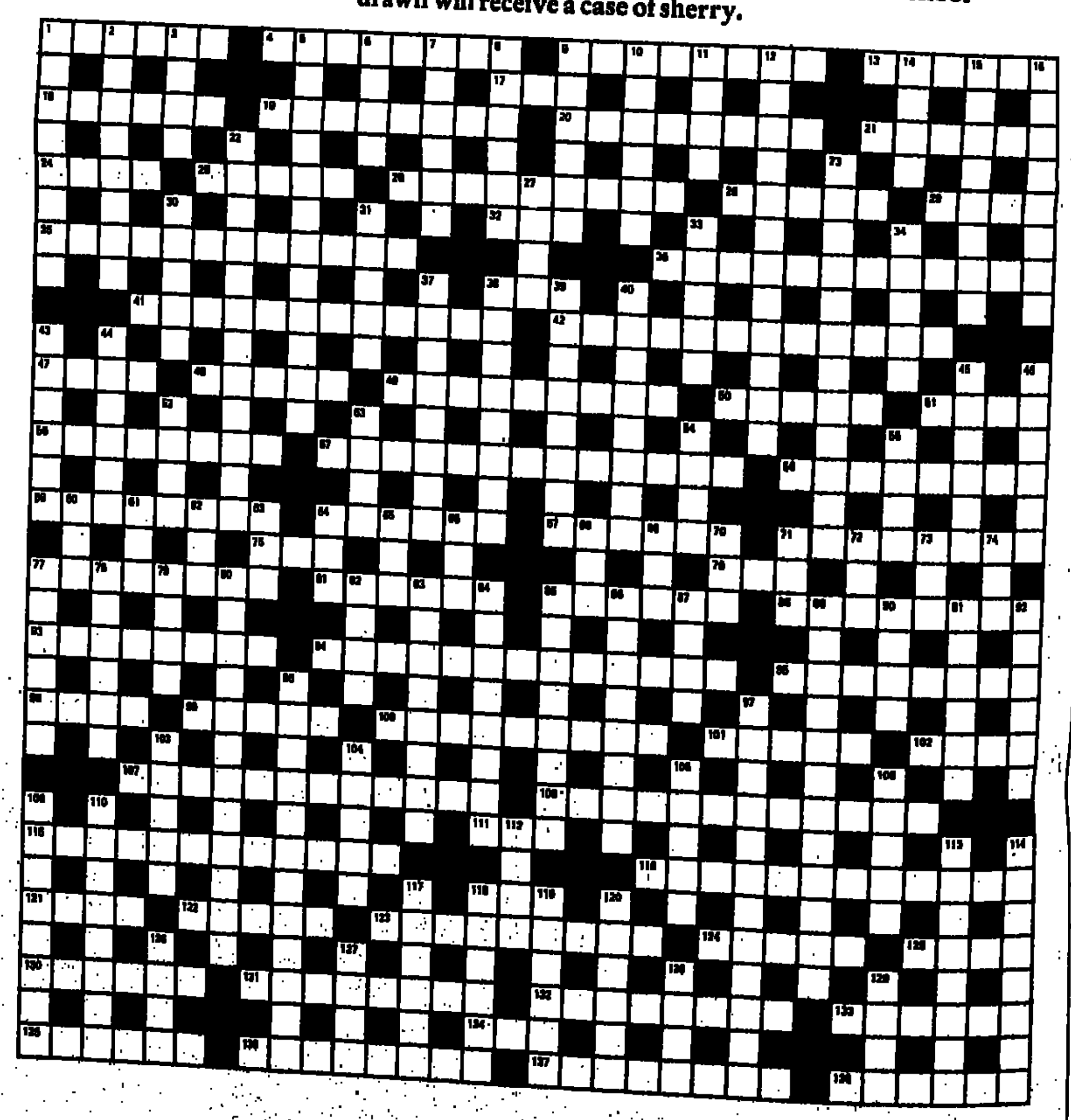
Winners of the 1st, 2nd and 3rd prizes will receive a copy of the Collins catalogue from which to make their selection for school library or classroom use.



THE TIMES
Educational Supplement

COLLINS DICTIONARIES

*A draw will be made from the names of all the prize-winning schools and the staffroom of the school drawn will receive a case of sherry.



COMPILED BY RUFUS

ACROSS
1 Spanish guard of honour (6)
4 Scholarly in theory (8)
9 Girl belittled is without mercy (8)
13 Instruction for the French boy (6)
17 Port or whisky (3)
18 Young fellow – or one not so young (6)
19 Odd number held by father where light and shade meet (8)
20 Steps outside an upper window (8)
21 Mount framing an artist in his element (6)
24 A team's pivot (4)
25 Tear out about ten more (5)
26 Punishment escaped by unnamed soldiers (4-5)
28 Moslem leader said to be virtuous (5)
29 For this pudding turn the gas to zero (4)
32 Unknown quantity, we hear, in a maths problem (3)
35 Wodgie's seat (12)
36 Suggestive words (12)
38 Part of a week-end supplement (3)
41 Wasn't allowed to succeed? (12)
42 Skilful manoeuvre once used to discipline a pupil (12)
47 Eternally the dream of the French revolutionary (4)
48 Outcast reflects the way people treat him (5)
49 Medicated preparation reduced by 10% (9)
50 Threatened strike that doesn't come off (5)
51 A venerable name in England's illustrious past (4)
56 It comes under general arithmetic (8)
57 Catholic school? (13)
58 Form of drawing (3,5)
59 Risk a wet form of sport? (5-3)
64 Is against using Latin (6)
67 A bit of a racket in pearls or horses (6)
71 Being saucy I am put outside the room (8)
75 Letter used in teaching Greek (3)
76 Objective I am out to get (3)
77 Nightingale in Tuscany (8)
81 Catch a parent out (6)
85 Regions unite concerning charity (6)
88 Inclination to write a song (8)
93 Status symbols? (8)
94 But it's not where the army trains its recruits (7,6)
95 Ruddy good fellow, university type (8)
98 Not the sole order dogs learn to obey (4)
99 Sort of snake that could kill (5)
100 Sees lambs going round in flocks together (9)
101 Yet it provides academic standing (5)
102 Family loaf started off in oven (4)
107 Angry rejoinder over the bunsen burner? (6,6)
108 Spokesmen? (12)
111 I leave the earth for the sun (3)
115 For which one needs to be in fighting form? (5,7)
116 Worn by a youngster – a pioneer in education? (6,6)
118 A brew the French accentuate (3)
121 A way through on foot (4)
122 Bill Hill may well get lines (5)
123 He holds records of matches (9)
124 Split the pot (5)
125 Where to see the Taj Mahal in a gracious setting (4)
130 Sounds coming from fold or stable (6)
131 Greek coasters in a storm (8)
132 But for inflation they would never have gone up (8)
133 Injuries may get us down (6)
134 The man from whom Samuel imbibed wisdom (3)
135 Relaxation, for example, about a moral slip (6)
136 The prototype of a girl in love, possibly (8)
137 The times we live in (8)
138 An even chance the matador will try to avoid (4-2)

DOWN
1 One keeps it in reserve (8)
2 He may pass on what he knows (8)
3 You want to be in it (4)
5 Not descriptive of those with dull pupils (5-7)
6 Market's worst seller (4)
7 Mass-produced legislation? (3,3)
8 Crackpots get a hundred lines (6)
9 Improvement seen in Religious Education class (6)
10 T-junction muddle (6)
11 Put down face-up (4)
12 The classroom is untidy – and he's responsible (12)
14 Lear deranged and demoted (4)
15 Mastered in order to be assigned to a certain class (8)
16 Fair verdict on an improved performance (3,2,3)
22 Physical training manual? (8,4)
23 Roman investors' device for coating fish with butter (9-3)
27 Try to avoid low score (4)
30 Take off from the landing field (5)
31 Girl likely to give Rex the quick run around (5)
33 Range and directions (5)
34 Said to be part of a revolver (5)
37 Tries one's hand at essays (8)
38 Extreme irritation? (8)
39 Selects a jury when men's plea is changed (8)
40 His opinion is sure to be of some value (8)
43 Ploughed a mowed field (6)
44 Material on which one flourishes (6)
45 How two auxiliary verbs act (6)
46 Domestic service (3-3)
52 Master of Arts before the revolution (4)
53 National measure of length (4)
54 Terrible ruler of vain disposition (4)
55 Revolutionary cure leaves one a pale grey colour (4)
60 Headless nail gives trouble (3)
61 It may be pierced, or just pricked (3)
62 Mathematical function, but it's not pi (3)
63 Dropped in for a cold drink (3)
64 Contend it's a quarter past six (3)
65 It marked the passing of the horse-drawn vehicle (3)
66 One Italian girl's name (3)
68 A link – with one's old school? (3)
69 Fifty is under forty-nine? Well, no! (3)
70 Jets may use this fuel (3)
71 I'm quiet – but he probably won't be! (3)
72 A bird cage (3)
73 Brick carrier turns up with a note (3)
74 Lady taking orders runs up and down (3)
77 They involve a shift in one's beliefs (6)
78 Could be used to put out (6)
79 Snick a boundary? (4)
80 A jumper needs to find a partner for a sporting occasion (7,5)
82 Annoy an informer (4)
83 The last thing those taking exams should do (8)
84 The ill cared for? (8)
85 Female take over for the flower show (4,4)
86 They make the least and the most effort on the track (8)
87 Emotional state, low, with onset of depression (4)
89 The aim of equal education? (7,5)
90 Third power, block (4)
91 Sharp detectives in rising American intelligence organization (6)
92 Alluring abstraction? (6)
96 A respectable girl – or a tart? (4,2,6)
97 Routine arrangements for trippers, perhaps (12)
103 Time for grammar (5)
104 Long time before the end of autumn (5)
105 Pins about fifty for being lax (5)
106 Calm retort (5)
109 Scratch game (8)
110 The class involved in riot carried out by scholars (8)
112 Does wrong, gets lines (4)
113 Gipsies gain zest wandering round (8)
114 Goes to pieces at the end of a school term (6,2)
117 School of material weight (6)
118 Strips for an eye-catching effect (6)
119 Get at a can on the outside (6)
120 How about a posh car for school? (6)
126 A school bill that's rising (4)
127 A ship's prison (4)
128 A number concealed themselves and were told off (4)
129 Passage for one from Oslo (4)

OFFICIAL ENTRY FORM

School ....

Address ....

....

Name of Contact at School/School Sponsor ....

Classified Advertisements

Index to Appointments vacant, Wanted and other classifications

Appointments vacant

Nursery Education
Main Scale 39

Primary Education
Headships 39
Deputy Headships (Inc. Senior Master/Mistresses) 66
Main Scale Incentive B 67
Main Scale Incentive A 67
Main Scale 67
Advisory Posts 71
Peripatetic Posts 72
Remedial and Special Needs Teaching Posts 72

Middle School Education
Headships 72
Deputy Headships (Inc. Senior Masters/Mistresses) 72
Music 72
Physical Education 72
Other than by Subjects 72

Secondary Education
Headships 72
Deputy Headships (Inc. Senior Masters/Mistresses) 73
Remedial and Special Needs Teaching Posts 73
Art and Design 73
Commercial Subjects 74
Computer Studies 74
Craft Design & Technology 74
Economics & Business Studies 74
English 75
Geography 77
History 77
Home Economics 77
Humanities 77
Mathematics 77
Modern Languages 78
Music 79
Pastoral 80
Personal & Social Development 80
Physical Education 80
Religious Education 81
Science 81
Social & Political Studies 82
Speech and Drama 83
Technology 83
T.V.E.I. 83
Other than by Subjects 83

Sixth Form Colleges
Main Scale 84

Multicultural Education 84

Special Education
Headships 84
Deputy Headships (Inc. Senior Masters/Mistresses) 84
Main Scale Incentive E 84
Main Scale Incentive D 84
Main Scale Incentive C 84
Main Scale Incentive B 84
Main Scale 85
Peripatetic Posts 85

Appointments in Scotland 90

Independent Senior Schools
Headships 85
Deputy Headships (Inc. Senior Master/Mistresses) 86
Remedial and Special Needs Teaching Posts 85
Art and Design 86
Classics 86
Computer Studies 86
Craft Design & Technology 86
Economics & Business Studies 86
English 86
Geography 87
History 87
Mathematics 87
Modern Languages 87
Music 87
Pastoral 87
Physical Education 88
Religious Education 88
Science 88
Social and Political Studies 88
Other than by Subjects 88

Independent Preparatory Schools
Headships 88
Deputy Headships (Inc. Senior Masters/Mistresses) 89
Art and Design 89
Classics 89
English 89
Geography 89
History 89
Mathematics 89
Modern Languages 89
Music 89
Physical Education 89
Science 89
Other than by Subjects 89

Colleges of Further and Tertiary Education
Heads of Department 90
Other Appointments 90

Colleges & Departments of Art
Other Appointments 94

Colleges of Higher Education
Heads of Department 94
Other Appointments 94

University Appointments 94

Fellowships, Studentships and Research Awards 95

Teacher Training & Teacher Centres
Other Appointments 95

Adult Education 95

Youth and Community Service 95

Local Education Authority Administration 96

General Administration 98

Educational Psychologists 98

Examiners 98

Miscellaneous 98

Outdoor Education 99

English as a Foreign Language 100

English as a Second Language 100

Overseas Appointments 100

Appointments Wanted 103

Educational Courses 103

Tuition 103

Awards & Scholarships 103

Personal Announcements 103

Conferences & Lectures 103

Articles for Sale & Wanted 103

Holidays and Accommodation 103

School Visits 103

Home Exchange Holidays 103

Field Study Centres 103

Business Opportunities 103

Properties and Businesses for Sale and Wanted 103

INCENTIVE ALLOWANCES

Headings in the classified columns now reflect the new teachers pay structure. All vacancies in the State sector are classified by subject and incentive allowance. The amounts paid on each level are:

Main Scale Incentive:	Amount (£)
E	4,200
D	3,000
C	2,001
B	1,002
A	501

Please address classified advertisements to:
John Ladbrook, The Advertisement Manager, The Times Educational Supplement, Priory House, St. John's Lane, London EC1M 4BX.
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Corrections deadline 10.30am Tuesday preceding Friday of publication.
Cancellation deadline 4.30pm Monday preceding Friday of publication.
All advertisements are published subject to the Terms and Conditions of Times Newspapers Ltd. (available on request).

Nursery Education

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
WILLOW NURSERY
Goldstone Crescent, Dunstable, Beds.
Tel: 62600
Required for January 1988, an experienced Nursery teacher to take responsibility for part-time groups, twenty six children morning and afternoon. Main Scale.
Application forms available from and returnable to the Headmistress. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer. (23938) 100040

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
WILLIAM PENN NURSERY SCHOOL
Penn Road, Slough SL2 1PG
Required January 1988 an enthusiastic class teacher (main scale) for this small multi cultural school. Probationers will be considered. Visits to the school welcomed.
Application form available from the Headteacher.
Closing date: 30th October.
An Equal Opportunity Employer. (20684) 100040

BOLTON
METROPOLITAN BOROUGH
An Equal Opportunity Employer
PIKES LANE NURSERY
Broad Street, Bolton BL3 5BE
NURSERY TEACHER - Main Professional Grade
Required from 1 January 1988. Application forms obtainable from the Director of Education and Arts, Paderborn House, Civic Centre, Bolton BL1 1JW (Tel: 391313) to whom they should be returned by 26 October 1987. (19023) 100040

BRADFORD
CITY OF BRADFORD METROPOLITAN BOROUGH
Pre-5 School Teachers (Special Educational Needs) 3 full time teachers required.
See under Special Needs. (22962) 100040

BUCKINGHAMSHIRE
MILTON KEYNES AREA
KNOWLES COUNTY NURSERY SCHOOL
Queensway, Bletchley, Milton Keynes MK2 2HB
(Headteacher: Mrs. P. York)
Required from January 1988, a teacher to join a friendly outgoing staff of Headteacher and four Nursery Nurses. Suited to a person who is familiar with modern methods or initiatives. Main scale post.
In approved cases, the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher, on receipt of an A5 stamped addressed envelope. (20986) 100040

EALING
LONDON BOROUGH EDUCATION SERVICE
HAVELOCK FIRST SCHOOL
Havelock Road, Southall, Middx.
Tel: 01-571 2241
An enthusiastic experienced teacher required to take responsibility for the 60-place Nursery Unit of this First School leading a team of 2 other Nursery Teachers and 3 Nursery Nurses for January 1988.
The school is an open-plan, purpose-built building, serving a multiracial community. A knowledge of Asian languages an advantage.
Main Scale plus Grade B Allowance £1,002 + £1,218 London Weighting.
Relocation expenses payable subject to conditions.
Application forms from Head to be returned by 30th October 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (20948) 100040

EALING
LONDON BOROUGH EDUCATION SERVICE
ACTON GREEN COMBINED FIRST & MIDDLE SCHOOL
Acton Lane, Acton Green W4 5AW
Tel: 01-995 8471
(A) Required for January 1988, TEACHER for the Nursery Class.
The Nursery is situated in its own area in the school playground.
Social Priority Allowance payable.
(B) Required for January 1988, TEACHER for a mixed age-group in the First Department (5 + 6 year old children).
Social Priority Allowance.

DRAYTON COMBINED FIRST AND MIDDLE SCHOOL
Drayton Grove, Ealing W13 0LA
TEACHER required for Nursery Class of 40. Nursery experience essential.

GREENWOOD FIRST SCHOOL
Wood End Way, Northolt, Middlesex UB5 4QG
Required for January 1988, a Nursery trained TEACHER to be responsible for a new 20 place Nursery Class, due to open in January 1988.

RAVENOR COMBINED F&M SCHOOL
Rosedene Avenue, Greenford, Middx.
Tel: 578 1654
NURSERY TEACHER required for January 1988 to open a new nursery class in April at this large combined school. An exciting opportunity for a committed professional.

WEST TWYFORD F&M SCHOOL
Twyford Abbey Road, London NW10
Tel: 01-965 6858
Required for January 1988, experienced NURSERY TEACHER required to work in a new 20-place Nursery Unit to be opened in January.
For all above posts: Application forms (SAE) available from Heads to be returned by 30 October 1987.
Main Salary Scale plus £1,218 London Weighting.
Relocation expenses payable subject to conditions.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (20255) 100040

HOUNSLOW
ORCHARD INFANT & NURSERY SCHOOL
Orchard Road, Hounslow TW4 5JW
Tel: 01-570 6425
Acting Headteacher: Mrs. N.F. Pache
(Re-advertisement)
TEACHER IN CHARGE OF NURSERY DEPT
MAIN SCALE
Required for January 1988 an experienced and enthusiastic teacher to be responsible for the organisation of the nursery department. The successful candidate must be committed to Multicultural Education.
Candidates are invited to visit the school by prior appointment.
Application forms are available from the Acting Headteacher, Mrs Pache, at the school, to whom they should be returned by 30th October 1987.
Previous applicants will be re-considered unless they advise to the contrary.
London Allowance £795 per annum.
Closing date XX October 1987.
We are an Equal Opportunity Employer. (20945) 110040

SHEFFIELD
CITY OF EDUCATION DEPARTMENT
FOXHILL NURSERY FIRST AND MIDDLE SCHOOL
Keats Road, Sheffield S6 1AZ
Tel: 0742 313469
Required from January 1988. A Main Scale nursery teacher to work in this 52 f.t.e. nursery class. Commitment to working with parents and the community is essential.
Application forms and further details are available from the Headteacher at the school, to whom they should be returned by 30th October 1987.
Sheffield Council is an Equal Opportunity Employer. (19096) 100040

SUFFOLK
COUNTY COUNCIL
BURTON END C.P. SCHOOL
Haverhill CB9 9DE
(Age range 3-9; 20 on roll)
NURSERY TEACHER
Required for January 1988. Main Scale.
Application form and further details available from the Head of the School (s.a.e. please) to whom they should be returned as soon as possible. (20943) 100040

Primary School Education

Headships

DERBYSHIRE
COUNTY COUNCIL
Please see composite advert under Secondary. (20280) 110010

Education
Head Teachers (2 posts)
Qualified teachers are required as soon as possible at the following Schools. The vacancies are created by the retirement of the previous Head Teachers.
Salary Group: 3
RAVENSHEAD PILGRIM OAK INFANT SCHOOL
Swinton Rise
Ravenshead, Notts.
NG15 9FS
Roll: 95
The above post is a re-advertisement and previous applicants need not re-apply.
Salary Group: 8
THE FOREST COMPREHENSIVE SCHOOL
Gregory Boulevard
Nottingham NG7 6PA
Roll: 465
Application forms and further details for the above posts may be obtained by forwarding a stamped addressed foolscap envelope to the Chief Education Officer at County Hall. Closing date 30 October. Please quote ref: S28.
An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY EDUCATION HEADTEACHER POSTS

St. George's C.E. (Controlled) Primary School, Pound Lane, Semington, Trowbridge, BA14 6LP. N.O.R. 62
Group 2
A Head Teacher is required from April 1988, following the appointment of Mrs. D. R. Palmer-Sims to another school within the east of Trowbridge. The Governors seek a dynamic and experienced teacher who will be committed to both academic and a wide range of extra-curricular activities and will foster links with parents and the wider community.
Please quote reference SST/T/8/LT.
Closing date 30th October 1987.

Chilmark C.E. (Aided) First School, The Street, Chilmark, Salisbury SP3 5AR. N.O.R. 20
RE-ADVERTISEMENT
Group 1
A Head Teacher is required for this two teacher school from April, 1988, following the retirement of Mr. C. J. Penny and the completion of a review by the Education Committee of primary school provision in the area.
Chilmark is a very attractive village set in pleasant country some 12 miles west of Salisbury.
Candidates should be committed Christians in sympathy with the aims of a Church school.
Previous applicants will automatically be reconsidered.
Please quote reference ST/T/PMB.
Closing date 5th November 1987.

Monkton Farleigh C.E. (Controlled) Primary School Monkton Farleigh, Bradford on Avon, BA15 2QD. N.O.R. 52
Group 2
A Head Teacher is required from April, 1988, following the appointment of Mr. M. Rix to another school within the County. Monkton Farleigh School serves two small village communities to the East of Bath.
The Governors seek an experienced teacher who has worked with both infants and juniors and will preserve the caring, child-centred atmosphere of the school. Applicants should have a topic-based approach, be willing to participate in village affairs and can carry on some of the established traditions of the school.
Please quote reference ST/T/6/GM
Closing date 6th November 1987.

Application forms and further details (SAE please) for the above posts to the Chief Education Officer, Education Department, County Hall, Trowbridge, BA14 8JB.

MAIN SCALE INCENTIVE ALLOWANCE B

Headteacher
Mr. A. R. Batterham, M.Ed
Longleaze Primary School, Longleaze, Wootton Bassett, Swindon, SN4 8BA.
Estimated January 1989 N.O.R. 232
Required from January, 1989, a Main Scale (Allowance B) experienced and enthusiastic teacher to undertake a key position in the junior department of this semi open plan school. The successful applicant should possess skills in Mathematics and be familiar with the use of the computer. The person appointed will assist with Primary/Secondary liaison and field study work.
Application forms and details available from the Head Teacher (s.a.e. please). Closing date for completed applications 2nd November, 1987.
"Wiltshire is an equal opportunity employer".

MAIN SCALE

Headteacher
Mr. A. R. Batterham, M.Ed
Longleaze Primary School, Longleaze, Wootton Bassett, Swindon, SN4 8BA.
Estimated January 1989 N.O.R. 232
Required from January, 1988, a Main Scale experienced and enthusiastic teacher to undertake a key position in the junior department of this semi open plan school. The person appointed will be expected to offer some curriculum specialism to supplement the work of the team.
Application forms and details available from the Head Teacher (s.a.e. please). Closing date for completed applications: 2nd November, 1987.
"Wiltshire is an equal opportunity employer". (59731)

Headship

Gunton Park County Primary School, Lowestoft

Group 5 Ages 5-9 Initial Roll: 200 (rising to 300 by 1992)

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher.

This is a new school with excellent facilities opening in September 1988. Situated in the northern part of the fishing, industrial and resort town of Lowestoft, it will serve a mixed residential area.

The appointment will date from the beginning of the Summer Term 1988.

Application forms and further details are available from the County Education Officer, St Andrew House, County Hall, Ipswich, IP4 1LJ, (SAE please), and completed forms should be returned by 6th November 1987. (52377)

Suffolk County Council

PRIMARY HEADSHIPS
continued

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
CROWTHORNE C.E. (CONTROLLED) PRIMARY SCHOOL
Duke's Ride, Crowthorne RG11 6NG
N.O.R.: 182
Required for April 1988 a Headteacher for this Group 4 C.E. (Controlled) Primary School.
Further details and application form from the Director of Education (ES/PD/C), Shire Hall, Shinfield Park, Reading RG2 9XE (S.A.E. please).
Closing date: 6th November 1987.
An Equal Opportunity Employer. (30674) 110010

BROMLEY
ST ANNE'S R.C. PRIMARY SCHOOL
Mitchell Road, Orpington, Kent BR6 9RT
HEAD TEACHER (Group Five)
We seek a suitably qualified and experienced teacher, who is a practising Catholic.
The School, with a very high academic standard, has a strong musical and scientific characteristic.
Application forms and further particulars are available from and returnable to Cannon J. McNamara, correspondent to the Governors, Holy Innocents Presbytery, Strickland Way, Orpington, Kent BR5 9UE. Closing date for applications 26th October 1987 (16511) 110010

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
MELDRETH COUNTY PRIMARY SCHOOL
High Street, Meldreth, Royston, Herts. SG8 6LA
HEAD TEACHER (Group 4)
Required from Easter.
Application form and details are available from the Senior Area Education Officer, Castle Court, Shire Hall, Cambridge CB3 0AP (large s.a.e. please).
Closing date 4th November 1987. (19150) 110010

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 33. (15296) 110010

DORSET
PARLEY C. FIRST SCHOOL
Glenmoor Road, Ferndown, Wimborne BH22 8QS
(Age range 5-9)
Required Easter 1988 Headteacher Group 4.
Details and application forms from The Staff Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER on receipt of S.A.E. Closing date 6th November 1987. (20853) 110010

HAMPSHIRE
RINGWOOD C.E. (CONTROLLED) INFANT SCHOOL
School Lane, Ringwood, Hants. BH24 1LG
N.O.R. 140 Approx.
RE-ADVERTISEMENT
Previous applicants will automatically be considered and need not re-apply.
HEADTEACHER - Group 4 School
Required April 1988.
S.a.e. (F) to South West Hants. Area Education Officer, Cannon Street, Lymington, Hants. SO41 9BR.
For application form and further details.
Closing date 23rd October 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (31492) 110010

HAMPSHIRE
LYMINGTON COUNTY JUNIOR SCHOOL
Avenue Road, Lymington, Hants. SO41 9QF
N.O.R. 195 Approx.
HEADTEACHER - Group 4 School
Required April 1988.
S.a.e. to South West Hants. Area Education Officer, Cannon Street, Lymington, Hants. SO41 9BR for application form and further details.
Closing date 23rd October 1987.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (31492) 110010

HEREFORD AND WORCESTER COUNTY COUNCIL
BADSEY FIRST SCHOOL
School Lane, Badsey, Evesham, Worcs. WR11 5SS
Required from Easter 1988, Headteacher for this Group 4 First School with 196 pupils on roll. Age range 5 - 10 years.

REDDITCH, ST. LUKE'S C.E. FIRST SCHOOL
Plymouth Road North, Redditch, Worcs. B97 6NU
Required from Easter 1988, Headteacher for this Group 2 First School with 95 pupils on roll. Age range 5 - 8 years.

Application forms and further details of these posts are available from the County Education Officer (Ref. HSW/G/11), County Education Offices, County Hall, Spetchley Street, Worcester WR1 2QC. (A foolscap stamped addressed envelope is required); Closing date 31st November, 1987. (30950) 110010

HERTFORDSHIRE
CHALDEAN INFANT SCHOOL
with Nursery Class & Speech & Language Unit
School Row, Hemel Hempstead
Group 4
Applications are invited for the HEADSHIP of this school for April 1988, on the retirement of the present holder.
Relocation expenses may be payable.
Forms and further details from the Divisional Education Officer, The Bury, Queensway, Hemel Hempstead, Herts. HP1 1UQ. (s.a.e. please).
Closing date: 6th November 1987. (30589) 110010

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
WORMLEY VOLUNTARY CONTROLLED JMI SCHOOL
St. Laurence Drive, Broxbourne
Head required from 12th April 1988. Group 5 salary plus fringe allowance.
The County Council operates a generous recruitment incentive scheme.
Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BD, to whom completed application forms should be returned by Monday 9th November, 1987. (30955) 110010

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
LONGLANDS COUNTY JMI SCHOOL
Nunsbury Drive, Turnford, Broxbourne
Head required from 12th April 1988. Group 4 salary, plus fringe allowance.
The County Council operates a generous recruitment incentive scheme.
Application forms and further particulars from the Divisional Education Officer, Scott House, Hagsdell Road, Hertford SG13 8BD, to whom completed application forms should be returned by Monday 9 November 1987. (30957) 110010

ilea

Working in Education

Headships & Deputy Headships

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* *As a result of the Teachers' Pay & Conditions Act 1987, Burnham rates have been replaced by a revised structure. The positions listed below reflect present structures but appointments will be made in accordance with new arrangements.*

Headships

Headships are not open to job share.
Unless indicated otherwise please send foolscap sae for application form and further details to Education Officer, PER/PS4B, Room 202a, The County Hall, London SE1 7PB.

Nursery Education

AINSWORTH (N)
47 Acklam Road, W10.
Roll: 42 f/t and 20 p/t. Group 2.
Vacant now.

Primary Education

AMHERST (JM)
Sigdon Road (Dalston Lane), E8 1AS. Roll: 211. Group 4.
Vacant now.

ESSENDINE (JM&I)
Essendine Road (Shirland Road, Paddington), W9.
Roll: 160 plus 22 f/t N. Group 4 (+SPA).
Vacant 1st September 1988.
The present Headteacher will be on secondment for the academic year 1987/88 and the successful candidate will be offered an initial appointment on an acting basis from as early a date in advance of the substantive appointment as can be arranged.

BESSEMER GRANGE (I)
Dylways (Green-dale), SE5.
Roll: 141 plus 5 f/t and 39 p/t N. Group 3.
Vacant 1st January.

COBOURG (JM&I)
Cobourg Road (Old Kent Road), SE5 0JD.
Roll: 190 plus 15 f/t and 20 p/t N. Group 4 (+SPA).
Vacant now.

HERBERT MORRISON (JM&I)
Hartington Road, SW8 2HP.
Roll: 172 plus 7 f/t and 36 p/t N. Group 4.
Vacant 1st January.

HUGHES FIELDS (JM&I)
Watergate Street, SE8.
(Temporary premises until October 1987; Former Greenwich Park Lower School Building, Catherine Grove, SE10).
Roll: 152 plus 23 f/t N. Group 4.
Vacant 1st January.

JOHN BURNS (JM&I)
21 Wycliffe Road, SW11.
Roll: 271 plus 31 f/t and 38 p/t N. Group 5 (+SPA).
Vacant now. Open plan building.

LATCHMERE (I)
Burns Road, SW11.
Roll: 117 plus 12 f/t and 26 p/t N, Group 3.
Vacant now.

LAWDALE (JM)
Mansford Street (Bethnal Green Road), E2 6LS.
Roll: 254. Group 4.
Vacant now.

MACAULAY CE (JM&I)
Victoria Rise, SW4 0NU.
Roll: 210 plus 50 p/t N. Group 4.
The Governors are inviting applications for this headship.
Vacant 1st December 1987.
Modern well equipped premises. Applicants should have experience of leading curriculum development in primary schools.
Regular communicant members of the Church of England preferred.
Application forms and further details from the Rev. John Hackett, c/o the School.
Closing date: 2nd Nov. 1987.

MONSON (JM&I)
Hunsdon Road (New Cross), SE14 6RD.
Roll: 290 plus 1 f/t and 43 p/t N. Group 5.
Vacant now.

ROTHERFIELD (I)
Rotherfield Street (Essex Road), N1 3EE.
Roll: 189 plus 25 f/t N. Group 4.
Vacant now.

SUSAN LAWRENCE (I)
Cordelia Street (Poplar), E14 6DZ. Roll: 144. Group 3.
Vacant now.

WILBERFORCE (I)
Herries Street (Kilburn Lane), W10 4LE.
Roll: 162 plus 50 p/t N. Group 4 (+SPA).
Vacant now.

WOODBERRY DOWN (I)
Woodberry Grove (Finsbury Park), N4 1BY.
Roll: 127 plus 38 p/t N. Group 3.
Vacant now.

Secondary Education

FULHAM CROSS (SG)
Fulham Cross (Munster Road), SW6 6BP.
Roll: 585. Group B (+SPA).
Vacant 1st January.
Closing date: 6th Nov. 1987.

Special Education

GREENMEAD (PD)
St Margaret's Crescent, SW15.
Roll: 81. Group 4(S).
Vacant now.
Closing date: 6th Nov. 1987.

SUSAN ISAACS (MLD)
Forthbridge Road, SW11 5NX.
Roll: 81. Group 5(S).
Vacant now.
Closing date: 6th Nov. 1987.

Deputy Headships

All posts are open to job share unless indicated otherwise (NJS). A register for pairing potential job-sharers is maintained by EO/PER/PS7, Room 533, The County Hall, London SE1 7PB. Tel: 01-633 3814.
(N.B. Applications can NOT be dealt with on this number). Application forms and further details are available from the Head of the school, unless requested otherwise.

Primary Education

ALBEMARLE (JM&I + N)
Albert Drive, SW19 6JP.
Tel: 01-788 3170. Roll: 240 + N.
Head: Miss B. J. Berry
Required from January. Able Teacher with interest in both infant and junior classes to co-ordinate curriculum development.

CANBERRA (JM)
Australia Road, W12 7PT.
Tel: 01-743 2548. Roll: 188.
Head: Patricia Kirwan
Applications are invited for the post of Deputy Head to join a hard working and enthusiastic team of Teachers. The post will carry curricular and administrative responsibilities within the context of multi-cultural and anti-racist education. Visits essential.

SELLINCOURT (JM)
Sellincourt Road, Tooting, SW17. Tel: 01-672 6796.
Roll: 182. Head: Ray Daley
Required from January. Deputy Head (Group 4). Applications are invited from experienced, enthusiastic Class Teachers prepared to take an active role in curriculum development and in the administration of the school.

Special Education

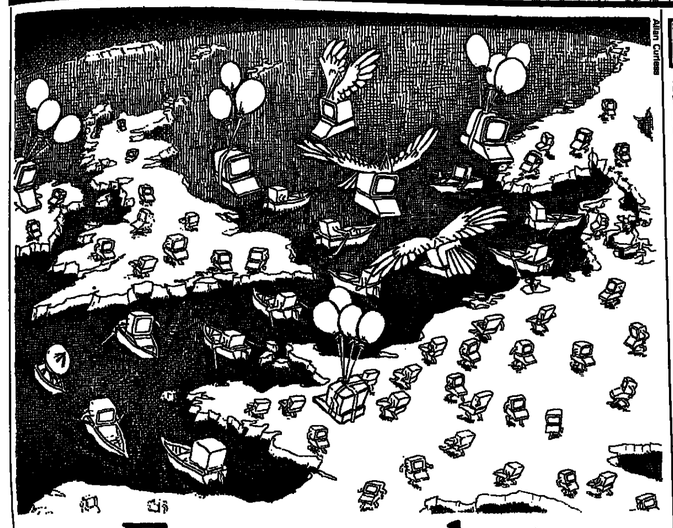
WILLOWFIELD (EBD) (SB)
Heron Road, SE24 0HY.
Tel: 01-274 4372. Roll: 30.
Required asap Deputy Head Group 4(S) School. Committed and energetic Teacher to work with a new Head and enthusiastic new teaching team, who welcome the changing role of the special school. Experience with EBD senior pupils. Qualifications in Special Needs and Psychology.

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Inner London Education Authority

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Computers in Education



Free market

Over the last six years, the UK has generated a considerable amount of software for use with computers in schools. This has been designed to work with the early BBC B and Research Machines 380Z and 480Z within the limitations they imposed, but it has given teachers the opportunity to explore the potential of computers in their lessons.

This experience has not been limited to computer studies, but has spread across the curriculum in many primary and secondary schools. Practice with topic-specific software, and now the widespread use of generic or content-free programs in most subjects, has demonstrated the important role that the new technologies can perform.

Now, with the new education support grants for equipment and advisory teachers, recognition of the importance of this technology has been followed with financial support (see page 50). But only if the programs are used as part of curricular work will this investment be justified.

It is important that those who are devising the national curriculum bear in mind the new activities and work that children can do by means of the computer and associated technologies, and see that it is encouraged. While content and methods may be seen as separate entities by the DES, teachers will know that successful learning only comes when they are closely integrated.

Wider use of the present materials has been limited by the small amount of hardware in schools, and the new money should help to rectify this. However, the hardware limitations were also restricting factors in the design of programs, and the new machines on offer provide substantial steps forward. More memory, greater processing power, better graphics, all are now part of the school machine, and provide scope for using more stimulating programs. And by linking to international standards, access to more diverse software becomes possible.

Technical developments will add further to the scope that teachers have available to them. The Council for Educational Technology is currently overseeing the evaluation of Interactive video through the DTI-supported Interactive Video in Schools project. The compact disc family of systems (CD ROM, CD-I and CD-V) offer opportunities which need to be assessed as they become standardized. Through electronic mail and direct dialling schools are also obtaining access to a number of databases.

Such technical advances are only useful if the available software is developing. There is a great deal of interest, nationally but more especially internationally, in portability between machines, and the hope is that a position will be reached where all machines will run all software with only minor modifications. One camp says that all machines should standardize on one operating system, MS DOS; the other pushes the merits of "virtual machines".

Despite the benefits of MS DOS, standardization on one system could lead to fossilization and make progress into more versatile operating systems difficult to encourage. By contrast, the virtual machine, in which the nature of the operating system is unimportant for the user, increases the opportunity for interchange of software between developers in this country, supports the use of items from overseas, and enlarges the community of people using any particular program.

This approach can be used with current machines, but the opportunities are much increased with new models which offer more speed to process the code and more RAM (random access memory) to hold parts of the controlling program. Indeed, the increase in on-board RAM is a significant development which provides the space for coding that will result in more helpful and coherent front-ends to software.

This work, associated with the use of a versatile language ("C" is the present front-runner – see page 56) offers the best opportunity for further exchange of software. It is certainly seen in most European countries as the best available stepping stone towards portability.

But software is more than a language. Current enthusiasts see artificial intelligence methods and expert systems as further steps in enhancing the value of programs for teachers. Other new approaches are on the horizon, aimed particularly at the independent learner, but their development and assessment is curtailed by the present lack of funding. The enthusiasm for pushing forward the design of software is now an international phenomenon with which the UK has to keep in touch.

New methods of distribution make this an increasingly international environment. Phone lines are already widely used, and the move towards linked Local Area Networks is developing. Desktop publishing in schools has made it possible to individualize working materials, assemble them electronically from central sources like l.e.a. resource centres, or collage items from various contributors. These can come from remote databases and be integrated with locally produced materials.

Satellites provide strong international links, the most powerful for us being with Europe. These can provide direct television for such subjects as languages, or transmit signals from remote-sensing satellites for geography, maths or physics. They can also distribute data, and offer a 24-hour delivery service of up-to-date information or relevant software which can be downloaded automatically into school computers.

CET is heavily involved in giving guidance, assessment of potential, and technical forecasting on all these developments. It is identifying which will give pupils and teachers greatest access to materials and information, and encouraging them to be used to stimulate and improve learning. Activities in interactive video are at an advanced stage, and we are closely involved in international discussions on advancing co-operation.

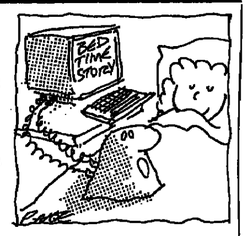
CET is also examining new developments in software to see what advantages they offer, and pursuing new

continued on next page



Last week Richard Fothergill announced his departure from the Council for Educational Technology. As director of the Microelectronics Education Programme and then of the CET, he has been a major influence on information technology in education. Here the assesses the future

THIS WEEK



MESU 42
What is the Microelectronics Education Support Unit doing? John Foster, director of MESU reports

PRIMARY 43
Computers across the curriculum – a MESU project; a research study on the use of computers with recommendations for the future

SECONDARY 46
The nature and purpose of computer studies; a new syllabus for A Level computing

SPECIAL NEEDS 48
What is the future for the SEMERCS, the Special Education Microelectronics Resource Centres?

MANAGEMENT 49
The Government's proposals for local financial management create a new demand for computerization

HARDWARE 50
Joe Telford responds to the DES document 'New Technology for Better Schools', and offers guidelines on how to spend the education support grants

TECHNOLOGY 54
Interactive video – a review of the *Interactive Science Laboratory*, and an Interactive Learning Project in Newcastle; CD ROM – a new publishing medium

LANGUAGES 56
Smalltalk and C – languages for the future; Logo in the classroom

BOOKS 58
Intelligent CAL – new directions, plus reviews of books for GCSE, librarians and PE teachers

SOFTWARE 60
Developments and reviews of programs for primary and secondary, desktop publishing, mathematics, French, science, music, economics and adult literacy

SHREWSBURY BANGOR CARDIFF GLOUCESTER HULL LIVERPOOL BRISTOL BOURNEMOUTH NOTTINGHAM CAMBRIDGE BRIGHTON KINGSTON UPON THAMES EWELL EDINBURGH GLASGOW NEWCASTLE UPON TYNE MIDDLESBROUGH SHEFFIELD MANCHESTER ELGIN ABERDEEN HUDDERSFIELD BRADFORD LEEDS

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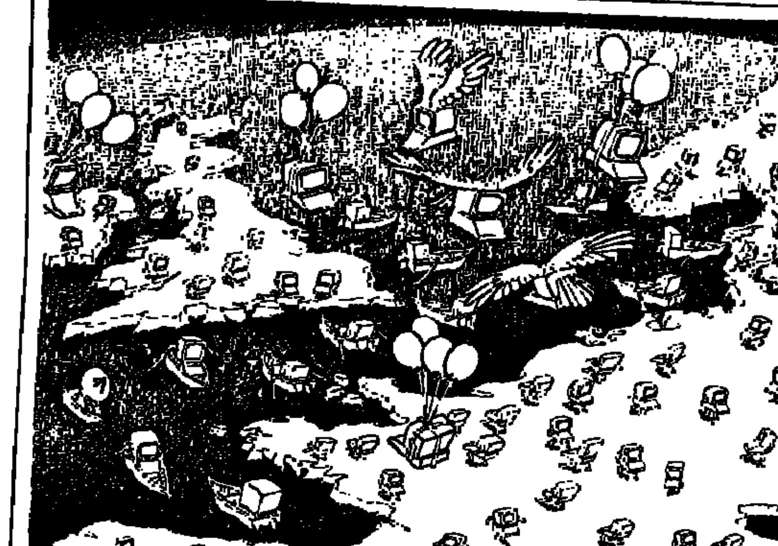
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Free market

continued from the previous page

approaches to evaluate their potential. In particular we are studying the movement of data and the portability of programs.

Communication is an essential part of learning, and the new technologies provide a wide range of opportunities from the simple word processor to the complex visual essay using interactive video. Analysing the problems and potential is an active part of our work. We are currently investigating computer conferencing. While it appears to have potential at the discussion and dialogue stage of resource development, it also offers the possibility of assisting directly in learning, perhaps most obviously in the initial stages for schools that are involved in methods like supported self-study.

One advantage of supported self-study is that it helps to prepare children to work on their own when they leave school. In all its investigations and guidance, the CET is endeavouring to ensure that as learners pass from one environment to the next, the tools and methods which they meet and use have some sense of familiarity through continuity.

The problems of learning to learn have featured a great deal in recent databases on education, and are of increasing importance for children moving into an adult life that is not nearly as secure and certain as that of their parents and grandparents. If the new technology is to help them, there must be some similarities between the school environment and afterwards. Neither the machines nor the software need be the same, but it must be easy to switch between them. Increasingly, the machine matters less and less, but familiarity with the way of using software becomes more important.

Students in FE and training, or those who are learning at home, must feel at ease with the way the software behaves, and find the interaction simple and obvious. The CET is just completing an EEC study of the value of information technology for students with learning difficulties in FE. This demonstrates how stimulating simplicity of use can be.

In another project, we are evaluating initial experiments in the use of expert systems in training and in guidance work for the MSC. The results will help us formulate advice to encourage the continuity of learning throughout life.

This is a target across Europe, and CET's close liaison with institutions and groups working on software for schools in many parts of the world keeps us in touch with the latest developments. Joint software development is one important aspect.

Already some schools are in communication with others in Europe and are using European databases. The movement of data and programs between nations is already taking place, and will accelerate. In 1992, when Europe becomes a "free market", exchanges will probably increase, as will the movements of people and goods.

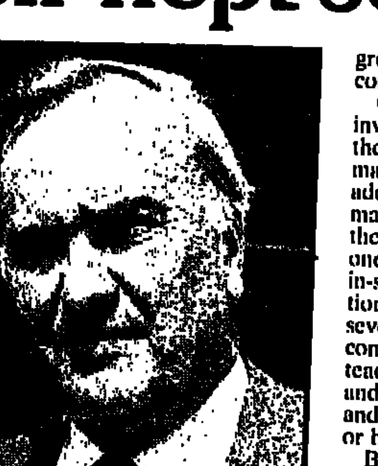
By monitoring this activity, CET is trying to ensure that the UK can take advantage of the opportunities that occur. To do this efficiently, the Council needs to be participating in new software developments, stimulating new ideas and assessing the educational potential of what becomes available. Changes in style and approach to the use of software will follow.

This is CET's remit. While the curriculum content and teacher training in schools is for others like MESU, the methods and mechanisms used by teachers and trainers are at the core of our work in development and evaluation.

The potential for education that the new technologies will offer is considerable, but we need to ensure that their development and assessment are as well funded as their incorporation into the school environment. If this does not happen, Britain will once again yield its ideas and inventiveness for others to exploit.

RICHARD FOTHERGILL

The well-kept secret



What is the role of MESU? John Foster, director of the Microelectronics Education Support Unit, replies to his critics

MESU has been staffed for just over nine months and yet there are those who consider us still to be a well-kept secret. We are certainly different from the Microelectronics Education Programme out of whose ashes we can be said to have emerged. We have different tasks and a different structure.

Our Coventry unit has a staff of 42, divided into curriculum, information, technical and administrative support teams. We are managed by a board appointed by the Department of Education and Science and chaired by Mike Nichol, the Director of Education for the Wirral. The board has a membership that reflects our remit – three advisers, a teacher-trainer, heads of secondary and primary schools, the directors of the Schools Curriculum Development Council and the Council for Educational Technology, an educational publisher, an industrialist and a professor of microelectronics. There are also the usual mass of assessors from all the interested government offices.

Defining our task is comparatively simple. Its execution is not. We have, simply, to get new technologies used across the curriculum wherever they are appropriate. In this we are commissioned to work with the local education authorities and teacher trainers and to provide an information service that ensures that the profession knows what is going on in the new technologies – research, good practice, publications, reviews, materials, developments and needs. We have to "support the training of the trainers", both in-service and pre-service, and to collect and commission materials that will help teachers exploit the power of new technologies.

We have five teams of people who between them will visit all the l.e.a.s and institutions which deliver initial teacher training. We have two people nominated in each authority and information technology training establishment who serve as our initial contact points. Between us we are putting together a comprehensive picture of what is going on: plans, strengths, and perceived needs. We will be sending these contacts all the information that we would like them to disseminate to their colleagues, and in case this fails, much of it will also be sent to the appropriate subject associations and the unions, as well as to on-line information services and the School Library Services.

One real problem is that we are likely to impose a load on a system that may not yet be equipped to carry it, but we hope to demonstrate the value of effective information by passing around examples of good practice as we find it and by testing out systems ourselves.

In the Coventry unit, we have in addition to BBC and Nimbus networks, a network of 22 32-bit Torch computers, running under Unix. This enables us to pass messages, consult each other's diaries, pass word-processed text to be reformatted through Apple Macintosh desktop publishing, do the accounts, consult and add to our in-house database and, through British Telecom's PSS lines, get into on-line databases worldwide and electronic mail services like The Times Network and British Telecom Gold. Many of our staff, who spend a considerable time on the road, are also equipped with Zenith laptop computers; these have a built-in modem which enables them to get access to their computer from a BT socket anywhere and so into the services available to them on the Torch system.

Two main in-house databases are being developed. One is a very powerful, though comparatively conventional one from the user's point of view, called Tinman. The other is a freetext database, BRS, which will find keywords in context from reports written within the unit. These, together with our access to remote data on Prestel, Noris, TTNS, Dialog, World Reporter, Infoline or Blaise, help us to service a high proportion of the information needs of the unit, of our contacts and of the people contracted to us. The information given will, as nearly as possible, match the needs of the "client", *à la carte*, not *table d'hôte*. We cannot make this service generally available; however, regular queries through our contacts will lead to published information sheets that will be fed into the system.

All the information coming in from our visits, from contact with HMI and from the many organizations with which our staff are associated, is giving us the wherewithal to recommend priorities to our board for action. We may also be set specific tasks by the DES, which funds us, and by others, like the Department of Trade and Industry which recently commissioned us to research and develop the use of "floor turtles" in schools.

We are able to adopt a different stance from that of MEP in the early days. There is so much more talent around and knowledge of what is possible in both educational and computing terms. So we commission activities and do not usually respond to unsolicited requests for funding. This is in part because of our lower level of funding, but it also now seems right that we should be seeing priorities largely through the eyes of the l.e.a.s and ITT establishments.

Our team members can draw on a spread of experience across the curriculum, in each phase of education and over the full range of abilities. We have five primary staff, one per team, each with particular strengths. As well as the Special Needs Co-ordinator, who will be based at the unit in a post that survives the demise of the SEMERCs (see page 48), we have the range of curricular skills of the SEMERC staff who are integrated as far as possible with the activities at Coventry, making sure that we never overlook the 20 per cent with special needs in the ordinary school nor the needs of special education.

The curriculum staff maintain contacts within their specialism, co-ordinating seminars from time to time at the unit. They advise us on bids for money that result from our invitations to tender. They will be responsible for keeping in contact with the successful bidder, monitoring the project's progress with the help of an expert committee if appropriate.

Our commissions may or may not involve the writing of new software but they will certainly involve putting the materials into a classroom context, addressing the problems of classroom management (for example, how can the learning be managed if there is only one micro?) and the problems of in-service associated with the introduction of any new ideas. We already have several packs of curriculum materials commissioned, all of which will involve teachers and children in thorough tests and trials before they are published and, to some extent, will be spreading or building on existing good practice.

Besides the directly-commissioned production of materials, we will also commission research and development from time to time. ITMA in the College of St Mark and St John in Plymouth have already been commissioned to work on classroom observation of the problems of primary-secondary continuity. At the same time, groups of teachers in every Welsh l.e.a. are addressing the same problems and sharing some solutions.

We have established three fellowships so far. John Martin continues the work he began for MEP at Salford University, building ideas on from his successful *Microelectronics for All* materials. Phil Ellis at the University of Warwick is working on microelectronics in music (while Colin Wells at Reading University produces curriculum packs). Richard Millward at King's College (Chelsea) is working on software tools which can help transfer programs from one system to another.

The problem of transferring programs has led to our support for the Educational Software Developers' Forum, a group of software professionals who write exclusively for the schools' market. Software portability has become a major international concern, and we hope to work with the Scottish Council for Educational Technology, the DTI and others on establishing standards and protocols to this end.

Within the unit we have our own professional support team. This means that we can use desktop publishing, graphics, photographics, video (high-band), electronics or off-set printing to publish in-house materials quickly and to a high standard. We have engaged in the production of video case studies showing good practice; we have had a lot of requests for this sort of support for in-service and pre-service training. We have been involved in the design and printing of trial materials for a history pack that we commissioned with support from English Heritage, *Digging Deeper into History*. We have also worked on the production of a prototype for adding sensors to a data logging device, and the printing of A3 overlays, function key strips and documentation, plus the duplication of three discs for *Prompt-Writer* (developed from the Special Needs Software Unit's *Prompt* and the MEP Primary Team's *Writer*). These are not yet ready for distribution.

Our current main task is trying to prepare for the rush of advisory teachers that the DES's new education support grant will feed into the l.e.a.s from April. As part of our task of supporting the training of the trainers we are building up information and materials that will help them. Since they are to be chosen for their particular curriculum expertise rather than for a great knowledge of information technology, we have been commissioned by the DES to develop proposals for their training both in general IT and in the use of IT in their own specialism. We have also been asked to develop materials that they can use in the classroom.

We have barely started on some parts of our original brief like our support role to staff development across the curriculum in initial teacher training. A national view of IT across the curriculum will present new challenges, especially in attempting to individualize learning in this new context. But MESU has only a year and half to go before its achievements are reviewed. We are scheduled to end in April, 1991. Everything we do is designed so that it can be taken over by someone else, but there is still so much to do.

MESU can be contacted at Unit 6, Sir William Lyons Rd, Science Park, University of Warwick, Coventry CV4 7EZ.

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Blitz krieg

A bomb, a bulb and a buzz – micros across the curriculum

STEPHEN PEARSON



Over the last year or so, more teachers have been asking questions like "How do you integrate computers into the primary curriculum?" This suggests that they are looking beyond the semi-arid regions of drill and practice programs,to content-free material and simulations.

As part of a project for the Microelectronics Education Support Unit, I have been involved in putting extra resources, both material and human into a group of schools to develop control technology. One of the schools selected in September 1986 was Casllwchwr Primary.

The school has a building dating from the last century, and a modern block incorporating a purpose-built, open-plan section. The classes involved in the project were based in the open-plan section. At the time of the project, the school had 215 pupils, five BBC Model B computers, all with disc drives, and one printer.

During the first term, I visited the school for half a day each week, and in the second term half a day every other week. The l.e.a. provided us with *Logotron Logo*, *Technical Lego* and *Robotix* kits.

Over the year, children and teachers developed word-processing skills using *Writer*, databases using *Grass* and *Inform*, *Logotron Logo*, *Control Logo*, the Deltronics *Control IT Buffer Box*, Milton Bradley's *Robotix*, and *Technical Lego*. These skills were then integrated into a literature-based curriculum.

Each term, the head teacher and the staff select a novel which forms a core of the term's language work. The novel for the second term was *Carrie's War* by Nina Bawden (Heinemann). The story revolves around two London children evacuated to Wales during the Second World War, and provides ample opportunities to forge links with curricular areas such as history, geography, music, art, science, language, and RE.

The first computer application used for the project was a database. The school admission book for the war revealed that London children were evacuated to this village, and that their names, parents' addresses, and local addresses were entered in red ink, along with their date of arrival. These records were transferred to disc, and pupils were able to find how many children were evacuated at different periods of the war, where they came from, what their parents' occupations were, etc.

Investigation of the evacuees led to the discovery that Cordelia Harris, the wartime billeting officer responsible for placing children with families in this part of Wales, was living nearby, now aged 92. A group of J4 children visited her and taped their interview. This really brought the evacuees' file to life for them.

A second database called *Blitz* was compiled with the assistance of a pack produced by the Archives Department at Swansea City Council, entitled *Air Raids on Swansea*. This contains photographs of air raid damage, a German town plan of Swansea, newspaper articles, accounts from people who lived through the blitz including a police officer, nursing auxiliary, and a highway engineer, and other material.

The *Blitz* database was compiled from statistical information about the air raids, such as the times of the alert and all clear, number and type of bombs dropped, and number and type of casualties.

Word processing was used extensively. Children created a book of poems with a war theme using *Writer*, recreated wartime newspaper stories based on their findings from the evacuees' file, using *Front Page Extra*, and developed secret codes with *Tray*.

Then there was Logo, including control technology. Children's turtle graphics designs were related to the novel, and included a safety lamp, pit head winding gear, a swastika, and a tank.

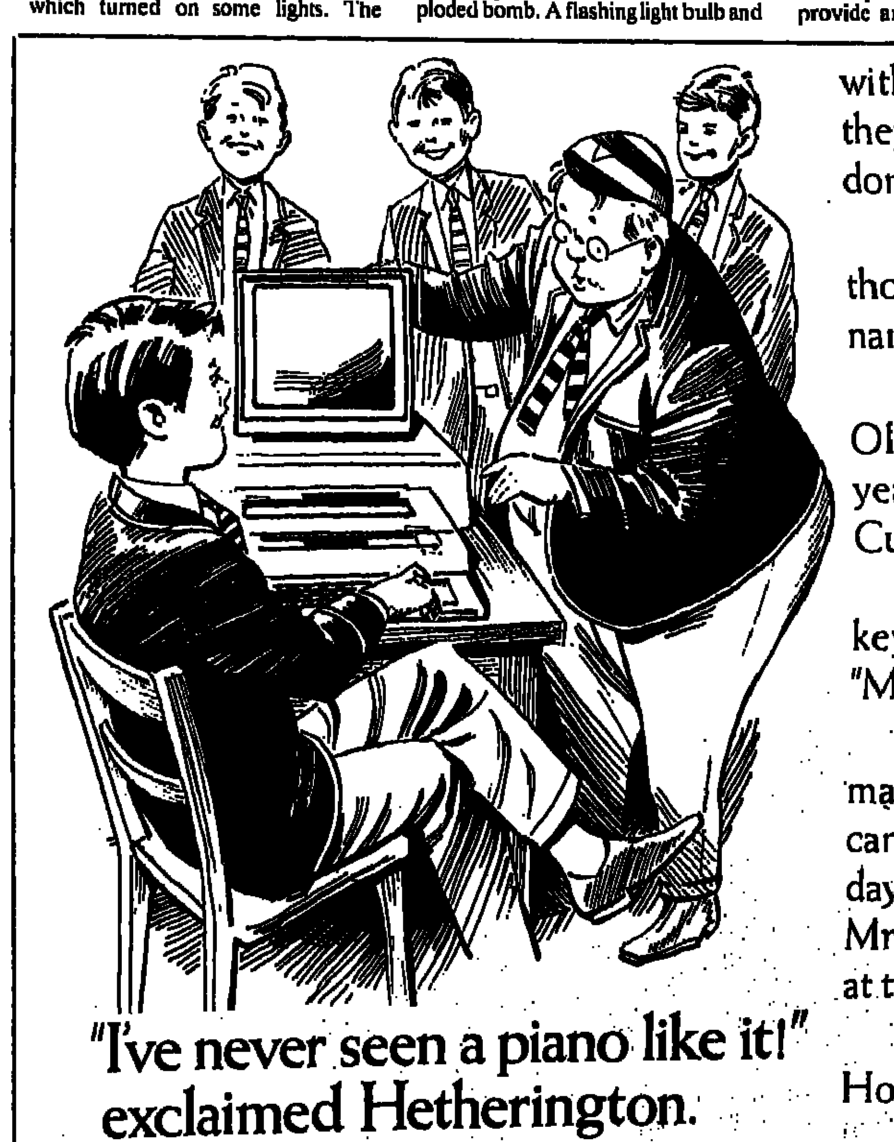
The children were then required to use the materials they had acquired. A linear model was built down one side of the classroom, depicting Castle Bailey Street in Swansea city centre as it looked after the blitz in 1941, and a working model of a pithead winding gear was built out of dowel and card, and included a simple electrical circuit which turned on some lights. The pithead model was based on the one in a local coal mining museum which the class visited as part of the project.

The children were asked to use the model of the blitzed street to solve a problem relating to unexploded bombs. Using a large magnet fixed under the street for the unexploded bomb, they had to build a device which could move down the street, under computer control, and detect it. The solution involved the construction of a technical Lego buggy, and simple gearing. The device made use of a proximity switch to detect the unexploded bomb. A flashing light bulb and a buzzer gave the warning, and at the same time the motor had to be stopped.

Apart from the direct use of the computer on the project, a display of artefacts from the Forties was set up in the school foyer, and a group of children made a puppet theatre based around a set of popular war songs taught by the music teacher. Finally, a video tape was made towards the end of term depicting the final outcome of the project, and this was shown at a parents' evening.

The methods used in such a project provide an extremely effective learning environment. The children are likely to remember most of what they did. Coupled with the undoubted fact that they enjoyed themselves and gained insights into the exciting world of new technology, what more can one ask? Perhaps that this excellent ground work be exploited and built on in the secondary phase of education.

Stephen Pearson works for the Microelectronics Education Unit Wales. He was assisted in this project by the headteacher, Stuart Davies, and form teachers Pam Richards (J3) and Roy Morris (J4).



"I've never seen a piano like it!" exclaimed Hetherington.

Cuthbert regarded him critically. "It's not a piano, you fat oaf, it's an Olympia electronic typewriter connected to the school's micro."

So sir had finally plumped for the Olympia, thought Cuthbert. Mr Jessop had made a wise decision, and, judging by his demeanour these few weeks past, one with which he was more than satisfied.

"The school's what?" demanded a mystified Hetherington. His podgy fingers played clumsily over the keyboard.

"Micro," replied Cuthbert testily. "You see, the good thing about Olympia is that almost all their typewriters are compatible with almost all makes of computer. And they have the largest range in the country, don't you know."

Hetherington's brow furrowed in thought. "Olympia. I'm sure I've heard the name."

"'Course you have, you dunderhead. Olympia have been in schools for thirty years. That's almost as long as us," added Cuthbert gloomily.

Hetherington gazed admiringly at the keyboard's smooth, uncluttered design. "Must've cost millions!" he ejaculated.

"Don't be dense! Value for money is the main consideration here. These machines can take a jolly good hammering every day, just like you. Anyway, I'm sure old Mr Jessop would have learnt all about that at the free demonstration."

"I say, you're a clever chap, Cuthbert. How does one get to know so much?"

"Dashed easy, old bean. One simply fills in the coupon."

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NIGEL ELLAM, JERRY WELLINGTON

"It's the chickens, you see."

"The chickens?"

"Yes . . . the children are hatching chickens just now and we are using the only suitable electric socket for the incubator."

The primary school where this conversation took place had not been using its computer for six weeks and the chickens were to blame. The school was just one of a random sample of schools studied in one large education authority. Reasons such as this for not using micros in schools were commonplace.

The general theme emerging from the study is that attempts to blame hardware and software for the lack of widespread use of educational computing in schools are missing at least some of the point. It has become almost fashionable, and certainly obligatory at conferences, to pour scorn on the "poor state of educational software".

While some have complained about the software, others in the micro mafia have blamed the hardware: "Just wait until we get some decent X-bit machines into schools instead of these wretched XYZ things, then we can really do some educational computing."

Software and hardware may not be all that they should be in terms of quality, but this is not the major factor inhibiting the integration of educational computing into primary education.

The study involved taking a random sample of primary schools in one large education authority and examining the use of computers in those schools. The random selection gave a total of 20 primary schools of varying size, catchment area, age and so on. The schools were studied by a mixture of observation and interviews with staff and pupils. A pilot study was followed by the full-scale study over a number of weeks. The results are divided into three main categories which were considered to have the greatest effect on the use of computers in primary education.

Facilities

The first category affecting computer use was considered, not surprisingly, to involve the facilities and fabric of the school. This was divided into the number of computers compared to the number of pupils (which we termed "the computer access factor"); the accessibility of the machines (versus their security); and the provision of software. The so-called "computer access" factor varied enormously from one school to another, ranging from 60 pupils to a computer to no less than 276 (these figures may, of course, be considerably healthier now).

The access factor can of course give a false impression of microcomputer use by an individual child or class, for having a microcomputer in school does not necessarily guarantee that it is being used by all children or, in some cases, being used at all. Indeed, if the success or otherwise of the innovation was judged on the number of microcomputers in use on the day of the visit, then it would be deemed to have failed, for out of 28 computers in the schools only 13 were actually being used. Yet it could be expected that schools would have been making a "special effort" to use their computers on the day the researcher was due to visit them. Indeed, three schools did just that, teachers stating that they had put the computers on for the first time in several weeks. This was also evident from the air of excitement in the classroom and the comments of the children.

Excuses for not using computers varied enormously – a few typical examples are given below:

"It hasn't been out over recent weeks because in the summer term we're tied up with all sorts of other things and the eldest class have been busy working on a project . . ."

"Today isn't a good day to see them in action because there's one class scheduled to have it and, ah, they're away on their trip and, ah, I don't think the other two classes liked to presume between them and . . . the nursery class . . . had forgotten that it was their week." (This school had two computers which hadn't been used that week up to Wednesday, the day of the visit).

In the majority of schools studied an equally important factor restricting computer use was the sheer geography of the school, such as flights of steps between different parts of the buildings and/or separate buildings including temporary classrooms in playgrounds. Many teachers commented upon the restriction on computer use arising from problems with the building and the daily task of setting up equipment:

"It's the physical effort of getting it organized . . . we haven't got a trolley but it wouldn't be much help . . . and when we're working in two buildings, we really need two computers."

"We are two buildings although we work as one building. There are a lot of steps around the school so we have difficulty, we can't put a computer on a trolley and just push it. We can't move very far in any direction."

Attempts to overcome such real physical difficulties sometimes resulted in disaster: "The caretaker carries it about for us and yesterday he dropped it. He was completely shattered." So was the computer.

Two problems relating to the facilities of primary schools were the provision of power points and the problem of balancing security with accessibility. In a number of schools the shortage or often the sheer inconvenience of power points restricted the use of computers. For example, in one school:

". . . our rooms have only one power source and unfortunately that power source is always next to the blackboard and at the front of the room. Unless we trail terrific long wires around, it's the centre of attention near the front of the class."

Another seemingly small problem, but one that's very real for those working in a school, is security. Microcomputers, like videos, are often supposed to be locked away in a secure place when not in use, in order to satisfy the conditions of insurance policies. However, here lies the dilemma for many schools. If they are locked away in approved secure cupboards and stockrooms, micros are less likely to be used.

One teacher explained that in his particular school to get the computer away in a secure stockroom every night would mean it would not be used because "the staff couldn't carry it over long distances and would therefore not use it". This appears to be a problem without any real solution.

One final issue relating to facilities, which is worth mentioning briefly here but has been the subject of numerous studies on computer education is the provision and use of software. Some of the schools observed were still using cassette tapes for storing programs and thus inevitably reported difficulties with loading and running which assume major importance in a busy classroom. Most schools have by now acquired disc drives. But the fact remains that past experience of using tape lingers vividly in the memory of many teachers who may have been put off educational computing for life.

The range of programs available in schools varied enormously. Some schools still used the original *Micro-Primer* packs as their major source and little else had been acquired since their issue by the Microelectronics Education Programme.

One reason given for the paucity of software, in addition to the obvious one of shortage of funds, was the problem of assessing, evaluating and selecting suitable software for their own use. Teachers felt that they had neither the time nor the expertise to evaluate and select programs. Those that did make it to perhaps a local teachers' centre still found software evaluation and selection a daunting task. Although there was abundant praise for the support given by the staff at teachers' centres there was also widespread criticism of the excess of programs provided and of their quality. In one case in the past software for viewing had been stored on C60 tapes:

"They had seven C60s, both sides crammed with software. It's worth having a look because there's some good stuff but it's a heck of a job because there's stuff up to A level science and whatever, I had to go through the whole lot and take out whatever I thought was appropriate."

Human Involvement and Attitude

The second main category of factors affecting computer use was conveniently labelled human involvement and attitude. This included the attitudes of class and head teachers, in-service provision, external advice, perceptions of computers, enthusiasm, and the allocation of responsibility.

The influence of the head teacher was a major factor. One head was, at the time, so unhappy with microcomputer use or lack of it in his particular school that he had reluctantly decided to withdraw it from use temporarily. The reasons he gave for the apparent failure of computer use were: funding problems, inappropriate or poor software, teachers' attitudes, a formal school organization and the difficulty of integrating computer work with other areas of the curriculum. The problems given by this head teacher were echoed and repeated by many of the others. Lack of time and lack of outside help and advice were other common problems.

Although many head teachers were unhappy about microcomputer use in their schools, only one head teacher was prepared to admit failure of the microcomputer even to the point of refusing finance for a further computer from parents:

"My parents' association are very good money raisers and they're mad keen to buy us a second computer. I know they're working hard raising money for it. But we haven't really got the first one going yet . . . so I'll have to stall them."

Personal attitudes of heads varied widely. One freely admitted his own view of educational computing: "I'm not interested. If you can't teach five-year-olds without a computer, there's something wrong with you."

Other heads were acutely aware of the effects of class teachers' personal attitudes:

"It's like a lot of other things really. As the head I could take that computer into class X and say, 'Miss Y you've got to use this computer'. But I know at the end of the day, it wouldn't be worth it."

Many class teachers were conscious of their own trepidation towards computers and felt the need for more in-service provision of the right kind. Some were critical of the in-service training they had received in the early days of the launch of micros into schools. Courses were criticized for being either too technical or unrelated to existing classroom practice.

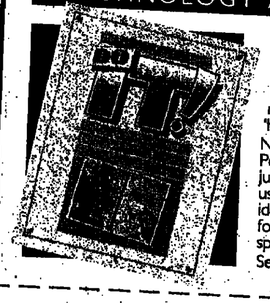
The presence of an "expert" or enthusiast on the staff had often helped overcome the gaps in in-service provision, but this did create a problem of over-reliance on one teacher as the computer expert.

Of the schools visited, only five appeared to have an expert with such enthusiasm. Of those five, four were later assessed as using the computer in at least a satisfactory way. In at least seven schools the children were regarded by many of the staff as the experts: "Me and my friend, Jason, are the computer experts and we go round the school solving problems for different programs, when the teachers get stuck" (eight-year-old boy).

Only two schools were able to give paid responsibility to a teacher to act as computer consultant or co-ordinator. The detailed results of this study suggest that having somebody in charge of computers and the importance given to the post are indicators of the importance attached to them. Schools with someone in charge are more likely to have purchased additional computers, disc drives, concept keyboards and the like. Having an expert or someone in charge is also likely to promote better computer use because the software is more likely to be organized, catalogued and therefore more accessible.

continued on next page

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Help, support and advice from an external source was welcomed by class teachers, especially if it occurred in their own classroom. One teacher compared the support needed in computing with the help given by a visiting dance consultant: "Dance is rather like computers. Teachers don't feel happy doing it, they're not confident. She would go in and work with a teacher with her class. She might take the class for two or three sessions and then she would feed the teacher in slowly and do it that way." A similar type of "roving consultant" for microcomputer use would seem to be a most worthwhile idea.

Although the need for advice and guidance outlined above was strong, the majority of teachers perceived the computer as a valuable resource if properly used. It was seen as a motivator, a teaching aid and a way of enhancing "good primary practice":

". . . a lot of good social development comes from using the computer . . . they'd all start as equals and if some children grasped the idea sooner than others, they didn't look down on them, they just encouraged them along . . . children grouping together round a computer, and sharing and interacting with the program, would be consistent with what I would say was good teaching and the philosophy of the school."

Organization and Management

The third and final category into which factors affecting computer use was grouped has been labelled organization and management. One aim of the study was to discover something about how different organizational and management strategies affected microcomputer use which in turn affected "good practice".

Of the schools visited, 16 had timetabled the use of the computer, the time allocated for each class varying from half a day in some schools up to a whole week at a time in others. One school allocated a computer to a class for a whole term. Only one head teacher felt that allocation of this kind was satisfactory:

"Because we've got a limited number of computers and a lot of classes, we timetable it and in one sense it's positive reinforcement. When it's their turn to have the computer they feel 'right I must use it'. They have to use it, so in a way it promotes the use rather than if it was there all the time perhaps they wouldn't use it."

Perhaps such "positive reinforcement" is not necessarily the answer, for teachers may be forced into using it when at that particular moment they can find no worthwhile use for it.



In other schools timetabling did not even guarantee that it would be used:

"We were timetabled for it, but perhaps the time when I was timetabled for it wasn't the time when I would really use it."

Once inside the classroom, what problems did teachers have in actually using it? What factors most affected classroom practice?

In many classrooms there is a conflict between the selection and use of programs and the individual needs of the children. The majority of the schools visited appeared to have an informal, child-centred approach. Yet few schools had reached the stage where the child-centred concept had been adopted with respect to the microcomputer. That is to say, very few schools or classes used programs in a flexible manner to meet the needs of individuals or small groups of children.

For many teachers, the selection of the program is influenced by the availability of software and the practicalities of loading rather than by the needs of the children. In the majority of schools and classrooms visited the method of organization was to select one program, usually one with a general appeal for the children in the class, to load it and then to let all the children use the same program. This was the common practice in 12 of the schools visited.

Classroom management appears to have a greater influence on computer use than almost any other factor.

The further problem of integrating computer work with other classroom activity had yet to be tackled in most schools. Staff were often defensive when asked about integrating computer work into the curriculum. For many teachers and children, work on the computer is a separate activity. If integration is possible many feel that it will be in connection with mathematics. Some teachers had been able to integrate computer use into topic work but this was only possible in certain subjects, due to the restricted availability of software.

Many specific factors were observed in relation to classroom organization and management, but only the single most common one can be considered here. That factor was deemed by teachers to be the distracting influence of the computer.

This was seen by most classroom teachers to be a problem which made the task of integrating computer work more difficult. In seven schools the computer was used outside the classroom, in seven it was used inside, and in two it was used both inside and out, according to the attitudes of the teacher. This raises the question of whether the computer can really be integrated if it is outside the classroom. The principal reason given for having it outside is to avoid the distraction problem, which with young children is initially a difficult one for many teachers to overcome:

"One thing we never got over with here is when somebody's on the computer . . . other children gravitate towards it and want to see what's going on."

Computers in the Primary Curriculum By Nigel Ellam and Jerry Wellington can be obtained for £2.75 (payable to "University of Sheffield") from the University's Division of Education.

Nigel Ellam is a deputy head teacher in a primary school. Jerry Wellington is a lecturer at the University of Sheffield.

RECOMMENDATIONS

How to encourage and foster better microcomputer use

The preceding summary has provided pointers to some of the main barriers to the spread and integration of educational computing into primary education as perceived by the teachers themselves. It is not suggested that the authority studied is in any way typical or that generalizations can be made from the study without caution.

At the end of the study it was felt that some schools were making good use of the micro and were moving towards a situation where it would be used in an imaginative, flexible and creative way.

However, in spite of the favourable attitudes of some head teachers and teachers, for many the micro did not appear to have made any significant contribution of worth towards improving the quality of education on offer.

Rather than dwelling on the negative aspects affecting computer use in the primary curriculum, our aim in this final section is to suggest positive strategies for promoting good practice. We would therefore like to conclude by suggesting several recommendations likely to encourage and foster better microcomputer use. These are based on the factors and issues identified by the study, and as a result of the grassroot opinions of the teachers interviewed.

Some of the recommendations are aimed at head teachers and teachers, some at local authorities, some at the DES and DTI, and some at a combination of these. If these recommendations could be fully implemented, they might help to improve the "sorry state of affairs" discussed by Anita Straker (*The TES* May 9, 1986) in the light of Pauline Bleach's extensive study of computer use in primary education. That sorry state of affairs was confirmed by our own study.

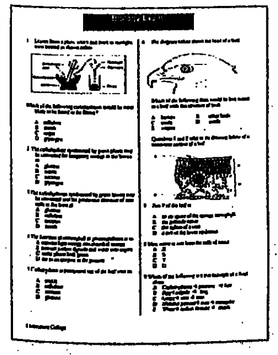
The following positive recommendations are put forward:

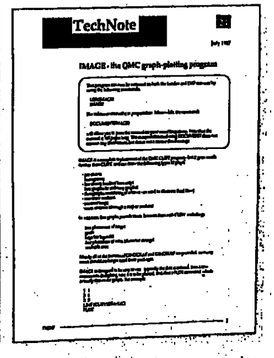
1. Finance and support for the "roving consultant" (a kind of educational systems analyst) to help to integrate microcomputers into the primary curriculum, to help and advise on classroom management, software selection and evaluation.
2. A combination of appropriate and relevant in-service provision, particularly classroom-based inset.
3. The identification of and opportunities for teachers to observe successful microcomputer use and "good practice" at first hand.
4. Non-contact time for all primary teachers to take up these opportunities and to allow them time to integrate the computer successfully into their own classroom practices.
5. Within schools, the development of a policy for the integrated use of the microcomputer.
6. The appointment of a teacher in charge to take responsibility for the organization of hardware and software in the school.
7. In relation to software, there is a need for emphasis on quality not quantity. A small number of high-quality programs covering all aspects of computer assisted learning would suffice.
8. More concentration on the human factor in encouraging the integration of educational computing into primary practice.

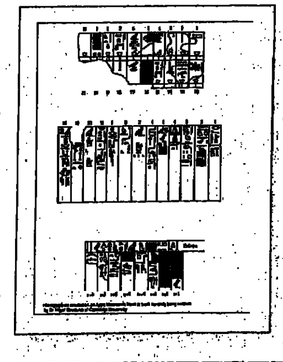
These recommendations are all suggested as positive measures which could be taken to bring about the genuine innovation and change in primary education which so far, despite large central funding, has failed to materialize in educational computing.

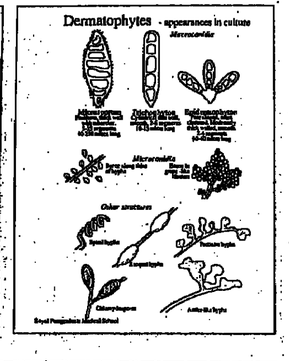
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Curriculum and examination developments

Internal workings

PAUL McGEE

In the last Computer Extra (June 19) John Hammond and Roger Edwardson put opposing points of view about computer studies and information technology as GCSE subjects. Given the absence of any mention of either in the 14-16 Curriculum of Mr Baker's proposed national curriculum, they might win a battle to lose the war.

The major problems in the current conflict seem to stem from misunderstandings about the nature of computer studies.

The fundamental point is that the major emphasis in computer studies syllabuses should be given to the use of a computer as an information-processing device and the ability to use a computer sensibly, and very little if any to a knowledge of the internal workings of the machine. Similarly, the emphasis is on problem solving using computers rather than on programming.

Problem solving entails the choice of appropriate hardware and software to meet the needs of a particular problem. It is therefore essential that candidates have sufficient grounding in practical skills to ensure that they understand enough to make appropriate choices. An indication of the software resources that are to be assumed is given in the SEC/Open University Teachers' Guide which formed the basis for training teachers for GSCE computer studies. The Teachers' Guide recommended the following software packages: word processing, spreadsheets, information retrieval/file management systems, databases, Viewdata/telesoftware, graphics, program generators (eg *The Last One*), and appropriate home software.

In fact the whole approach of the Teachers' Guide assumes that teachers of computer studies are competent to use such generic packages, and a similar assumption should be made for computer studies students. Even where the school decides to give an emphasis to programming, this is not to be interpreted narrowly as writing in a traditional high level language such as Basic, but includes such things as writing instructions to drive a database, the implementation of a Logo microworld, or the use of pre-written routines.

There is a major difference between coding in a programming language and problem solving. The GCSE computer studies objective is that candidates have to use computers sensibly to produce solutions to appropriate problems and be able to document their solutions. There are certainly many teachers, and students who feel, for example, that there is more merit in writing a program that creates, maintains and interrogates a file than in using a database package to do so, and mistakenly believe that candidates who use a package are restricted to the lower grades.

Many sophisticated database packages, such as *dBASE* or *Datamaster*, allow as much control of the computer as commonly-used versions of Basic. It should also be remembered that the Basic interpreter/compiler and the operating system are pre-written software, and that what the candidates can do is limited, or facilitated, by the systems software.

For a syllabus to offer the full range of grades it is essential that it gives opportunities for the exercising of reasoning and judgement. The SEC Computer Studies Committee has been critical of syllabuses which are largely skills-based. Computer studies syllabuses have to be assessed reliably, while ensuring that candidates are awarded grades only for positive performance on a coherent set of knowledge and skills, rather than for an incoherent collection of marks.

Some schemes seem to be little more than a set of core skills in simple machine use, for instance, the use of a database, word processor, spreadsheet and a graphics package. This has obvious attractions for the busy teacher, but it is not immediately clear that it complies fully with the assessment objectives of GCSE computer studies. It is important to understand that grades above F or G could be obtained only by attempting a reasonable part of the complete process of using a computer to solve a problem, while the highest grades should be reserved for reasoning judgement and persistence in the creative application of information processing technology to problems.

Candidates need to be guided towards problems that are sufficiently demanding intellectually to allow them to demonstrate the full range of problem-solving skills of which they are capable. For the higher grades, therefore, it is essential for candidates to demonstrate an ability to meet the full range of objectives under Assessment Objective B of the national criteria for computer studies, ie the candidate should be able to:

- derive the information requirements for the solution of a problem in terms of the output needed, the input data and any necessary files;
- encode data and information for processing on a computer;
- select suitable methods of communication between people and the computer;
- formulate and test algorithms; use a computer to implement the algorithm satisfactorily;
- document their work using appropriate methods of communication.

Most problems which are appropriate for GCSE computer studies have acceptable solutions which do not involve programming in a traditional high level language, as shown by the following examples:

- The implementation of Logo microworlds, eg an adventure.
- The setting up of a data file for subsequent interrogation using a file management package.
- The use of a word processor and an information-retrieval package to produce a revision guide for a subject giving references to particular topics and stating which are key references and which are minor or related references.
- The use of word-processing and graphics packages to help a teacher to prepare a series of student worksheets which involve diagrams as well as text.
- The design and setting up of a viewdata magazine on a local area network.
- The design of a spreadsheet model for: a holiday budget; a comparison table (*eg as in Which?*); a tabulation of statistical calculations.
- The use of a spreadsheet and word processor to produce a management report.
- The use of home computer programs which claim to help people to do tedious domestic tasks, with adult friends or relatives who know little about computers, to carry out tasks which are important to them.

There is also confusion about what technical knowledge is covered by computer studies. A computer system is any system based on the use of a microelectronic device for information processing and the term computer is to be interpreted as covering any microelectronic device so used. In the same way, when the national criteria say that candidates should be able to explain the functions of the component parts of a computer configuration, the knowledge and understanding should merely help in the basic requirement of being able to make informed choices of both hardware and software and being aware of their relevance to different applications. An understanding of the internal workings of components is not necessary.

The above points should provide some help in clarifying the nature and purpose of computer studies, pending a review of the national criteria. Let us hope that this review can happen soon enough to influence thinking on the national curriculum. If it does not, then a significant contribution to today's and more importantly, tomorrow's education will have been lost.

Paul McGee is chief inspector for computers in Croydon.

JOHN HAMMOND

Advanced Level computing is in a period of exciting development. After lengthy discussion and wide consultation the GCE examining boards have recently agreed a common core in computing at Advanced Level, based on a draft document produced with the support of the Secondary Examinations Council. In addition, all of the boards either have relatively new syllabuses broadly in line with the common core, or are producing them now.

One particular syllabus, recently published and for first examination in 1989, is worthy of special note. It is the syllabus for no fewer than four of the nine UK examining boards – the University of Cambridge Local Examinations Syndicate (UCLES), the Oxford and Cambridge Schools Examination Board (O & C), the Southern Universities' Joint Board (SUJB) and the Welsh Joint Education Committee (WJEC).

This is perhaps slightly less dramatic than it sounds, because the first three have for several years shared a number of syllabuses through a loose consortium arrangement known as the Cambridge, Oxford and Southern School Examinations Council (COSSEC). However, the new computing syllabus has been produced as a collaborative development between the COSSEC boards and the WJEC, and it replaces the previous separate syllabuses in computer science. The desire to collaborate arose from a common view of future needs.

The new syllabus was completed in little over a year, including full consultation with schools, colleges and other bodies and formal approval by both boards' subject committees and the SEC. Two sentences from the notes introducing it are worth quoting:

"The collaboration between WJEC and COSSEC includes the shared syllabus together with the supporting material; it may on occasion, if the boards so wish, extend to shared examination questions or to shared written papers. A vital aspect of this collaboration between COSSEC and the WJEC is that it is by mutual agreement and that each board retains complete autonomy, with the right to withdraw and pursue its own course at any time if it feels that is more appropriate."

The new syllabus has the title "computing", in accordance with the recommendation of the common core. Previously, the titles computer science, computing science and computer studies have been used by different boards to describe syllabuses covering broadly the same area, but the expectation is that "computing" will be adopted by all the boards in future.

The aims of the syllabus, objectives of the examination and organization of the content are also in accordance with the common core, though necessarily much more fully described. To quote from the preamble:

"The intention of the syllabus is that the student should gain an understanding of first, the use and impact of computer systems in a wide range of information processing applications, second, the principles involved in the development of a computer system for a particular application, and, third, the underlying mechanisms and methods which allow a computer system to perform the required tasks effectively".

The practical nature of computing is emphasized by the project, for which "the intention is that the student tackles a substantial and worthwhile piece of work and carries it through to a successful conclusion". It receives one third of the examination marks.

The organization of the syllabus content into sections and the organization of each individual section and topic area reflect a top-down view of the subject – "a study of the applications of computers and the effects of their use is supported by a study at successive levels of detail, of the design processes, methods and mechanisms which underlie such applications".

The sections of the syllabus content their social and economic implications

2. Systems analysis and design
3. Problem formulation and solution
4. Structure and representation of data
5. Algorithm design and programming concepts
6. System software and architecture

The reasoning behind these headings and their order is explained:

"When an application is proposed it must first be analysed to establish the desired outcome and the information requirements. This is followed by the design of a suitable overall system. The parts of the system and the interactions between the parts then need to be specified in detail and an appropriate form of solution selected for each of these parts. In order to implement the solutions effectively, suitable data organizations, algorithms, software and hardware components need to be chosen and appropriate tools and techniques used. Some understanding of the underlying system software and architecture assists in the sensible and efficient uses of resources in the implementation of solutions."

The study of computer applications provides both a reason for studying computing and a context in which the other topics have a sensible place and a clear purpose. The general study of applications is reinforced by prescribed case study material, available throughout the course, and the examination "will include questions which relate directly or indirectly to this case study material".

For the first year of examination the case study material covers two applications, the management of a dairy herd using a microcomputer based at the farm, and electronic mail systems with particular reference to *British Telecom Gold*. Further case study material is in preparation, including the computerization of the Oxford English Dictionary and the development of the Swansea DVLC system.

Apart from the overall aims and objectives, which are general and relate to the subject as a whole, there are content-related aims for each section and objectives for each subsection. These, together with the detailed content and copious notes on each content topic, provide extremely clear guidance on what is required of candidates.

The information on what is expected from the project and the guidance on how it is to be assessed are also very full. The supporting material includes specimen papers, with marking guidelines which are almost like a text book.

The syllabus states, quite properly, that "it is not the role of an examination syllabus to lay down how a course is to be organized". It continues, "however, a suggestion of a possible course structure may be helpful."

Because it illustrates the overall philosophy of the syllabus, an applications-driven, top-down approach to the subject, this guidance is included here:

"It is anticipated that a successful course based on this syllabus could start with a study of a simple application, including topics from throughout the syllabus which relate to that application, and that this pattern could be repeated with applications from a variety of areas and of increasing sophistication. The applications would include those in the prescribed case-study material in addition to other applications, some specific and others of a more general kind.

"Within this overall structure there would need to be some periods when particular topics in the syllabus were studied in more detail, but as far as possible any topics would be studied in the context of their application. In parallel with these studies there would be practical work, designed to build upon and illustrate the applications and topics being studied, and this would lead into the major practical component, the project."

Copies of the syllabus and supporting material can be obtained from Harry Cook, WJEC, 245 Western Avenue, Cardiff CF5 2YX; or from Michael Farthing, UCLES, 1 Hills Road, Cambridge CB1 2EU.

John Hammond is a lecturer in computer science at the City University, London.

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NATIONAL EDUCATIONAL RESOURCES INFORMATION SERVICE

PARTNERS FOR LEARNING

Teachers Talking

Eight months after the commencement of development work on the DTI funded NERIS database of curriculum materials and information, teachers and librarians became actively involved in testing and evaluating the system. In November 1986 colleagues from 14 LEAs trialled the on-line enquiry service for inexperienced users.

During these trials and before the final form of the system had been agreed, four schools in North Yorkshire undertook the task of producing a document raising issues relating to the management of NERIS in secondary schools. They were assisted by an Advisory Teacher from the Information Technology Centre at Grantley Hall and a senior lecturer from the College of Ripon and York St. John.

The outcome of their work is published by the NATIONAL EDUCATIONAL RESOURCES INFORMATION SERVICE (NERIS) as a booklet entitled Partners for Learning. It is the first of what it is hoped will be a series produced by NERIS in co-operation with LEAs.

THE FOLLOWING EXTRACTS REFLECT SOME OF THE INITIAL VIEWS OF COLLEAGUES IN SCHOOLS WHO WERE ENCOUNTERING THE CONCEPT OF NERIS FOR THE FIRST TIME.

Access to Infinity

One of the great benefits of the information technology revolution is that it is now much easier for us all to have a better idea about what there is to know. Topics way beyond the experience of previous generations are brought to our attention and the means to acquire incredibly detailed knowledge about any topic is readily accessible to us.

PRESTEL and TTNS have been available for long enough for many people to know about them and their potential. The latest addition to the range is a specifically school focused educational database called NERIS.

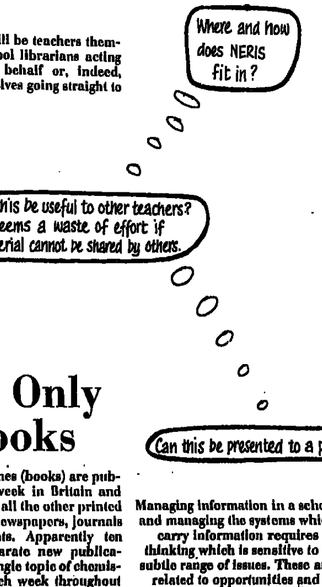
NERIS is aiming to provide easy access to a very wide range of curriculum materials. One local telephone call routed through the school computer and a whole universe of content is opened to the teacher.

Because not every teacher is a whizz on the computer the NERIS team are making it ultra "user-friendly"; time will tell whether the main users will be teachers themselves or school librarians acting on teachers' behalf or, indeed, pupils themselves going straight to resources.



Not Only Books

. . . 500 new ones (books) are published every week in Britain and then there are all the other printed materials in newspapers, journals and pamphlets. Apparently ten thousand separate new publications on the single topic of chemistry appear each week throughout the world. In addition to all this we are now being urged to pay more attention to film, audio and video tape, to slides, photographs and filmstrips, to computer tapes, floppy discs and on-line databases, and we must not forget places to visit and people to talk to.



Pay-off for Pupils

Though most of their lives will be lived in it the 21st Century will seem an eternity away for most pupils at school today. But the information technology revolution can have much more immediate value for them. Because their teachers can select illustrative material from an almost infinite resource bank each individual pupil's interests can be catered for. We have long been told that this is the key to motivating pupils to work. Moreover the immediate access can be a valuable stimulus to further work – gone is the agony of waiting for poor Tommy to get a reply to his laboriously written letter to the Lilliputian Embassy two weeks after the others have started their projects!

Information Explosion and the Curriculum

What is the information explosion? Information of all kinds on all manner of subjects has been around for some time but now it has all become amazingly accessible. What once took decades of painstaking study can be summoned onto a screen by the touch of a couple of buttons. Technology has opened to us all a veritable Aladdin's cave of factual knowledge; our problem now is to devise strategies for handling this information in ways which will be most beneficial to us and the generations to come.

NERIS in the Curriculum

What has been needed for years has been a national agency attuned to the learning needs of pupils, an agency which could act both as a disseminator and a repository for quality materials in all areas of the curriculum and for all phases of the education service. It would be our hope that in NERIS this agency has at last arrived.

Managing information in a school and managing the systems which carry information requires thinking which is sensitive to a subtle range of issues. These are related to opportunities and strategies for learning.

Some Questions

Will the siting of the terminal make the resource available for all teachers to search the database?

Should one person access and print out documents on request? Should that person be a teacher or a member of the ancillary staff?

How should materials be disseminated?

Will some teachers still feel safer with the written word?

Who are the Information Providers? Will there be a balance of views and attitudes displayed?

When teachers want to submit their own materials for the database will there be problems with copyright?

At the centre of some of these early discussions was the problem of finance, who will pay the bills and how expensive the system will be to use. Is the cost a whole-school responsibility?

...and Comments

A vast database of teaching materials and resources, constantly being expanded and edited, is what NERIS will become.

Sensitive and intelligent use of the NERIS resource by teachers should enable them to provide proper professional support for pupils' learning needs.

NERIS is not a gimmick. Nor is it a system which depends for its success on high levels of computer cleverness among those who operate it.

NERIS is more than simply a resource. It is a medium through which teachers can support one another.

We hope that teachers and other professionals in education will take NERIS to their hearts and influence its development, growth and understanding of need. The initial funding must run out. By the time it does NERIS must have justified its existence to its users and the information providers. These partnerships, crucial to the continuing existence of NERIS are based on trust and have only one purpose – the learning needs of pupils.

The NERIS development team wishes to express its thanks to the N. Yorkshire LEA and to those colleagues who contributed to Partners for Learning.

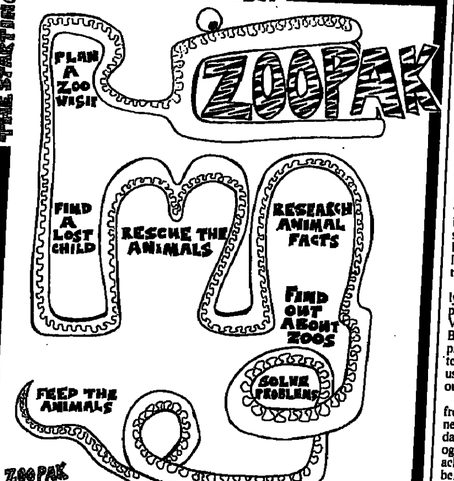
Since this exercise in co-operation many more colleagues have had the opportunity to use and evaluate NERIS for themselves via TTNS and PRESTEL. After a mere five months operation over 20,000 enquiries have been handled by the database.

To widen the opportunity for schools and LEAs to judge NERIS for themselves, the DTI has funded a form of access that does not require subscriptions. It uses a new British Telecom network service and is currently being demonstrated to representatives of LEAs throughout the UK. By the end of the Autumn Term 1987 all LEAs including those in Scotland and Northern Ireland will have been offered the opportunity to obtain free passwords to enable their schools to access NERIS for the cost of a local telephone call for a trial period.

Partners for Learning

. . . may be obtained from NERIS at £1.00 incl. p&p. Money should be sent with orders to NERIS Publications Unit, Maryland College, Leighton Street, Woburn MK17 9JD.

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Particles of need

CAROLYN O'GRADY

Fifteen-year-old Nicky is a pretty, blue-eyed cerebral palsy child who up until recently had virtually no means of communicating. Now, using a switch which she presses with a movement of her arm, she can make pictures appear on a computer screen. It doesn't sound much but those who have seen her reactions to the computer know that it represents a huge difference in the quality of her life.

In a London comprehensive school a group of teenagers were failing miserably in writing – for some it was a struggle to produce 10 words linked together. Recently the introduction of word processors and desktop publishing not only reduced truanting substantially but resulted in a collaborative project to produce a booklet about a famous athlete who lived in their neighbourhood.

In many mainstream schools visually-handicapped children are able to participate fully in lessons using a Vincent Workstation comprising a Brailler, a voice synthesizer and a printer. They can Braille in text, read text from the Brailler, check the work using the voice synthesizer and print out work for the teacher.

These diverse examples are taken from one education sector, special needs, and they illustrate the fundamental importance of microtechnology in the area. Special needs, it is now acknowledged, is one field where the benefits of computers shine out: where success in terms of improvement in skills and knowledge and most of all in quality of life has been measured again and again.

Unfortunately, however, just when the importance and potential of the technology in this area is well recognized, the administrative structure which underpins its application is being dismantled.

The main pillars of this structure are currently the four Special Education Microelectronics Resource Centres (SEMERCs) situated in Redbridge in London, Bristol, Manchester and Newcastle. These centres provide advice and information on the use of microelectronics with special needs children. They offer facilities for viewing software and hardware, initiate research, publish bulletins and provide feedback to software producers and hardware manufacturers. They have also disseminated ideas and information on good practice and innovations and, probably most importantly, run huge numbers of courses on every aspect of information technology in special needs.

Providing support in other ways is the ACE centre for Aids to Communication in Education in Oxford (another was recently set up in Oldham). Here aids for the severely handicapped are demonstrated, advice given and courses organized. Then there is the Software Development Unit in Manchester. These, together with the SEMERCs, offer a focus where knowledge can be collected on an enormous variety of needs.

As more l.e.a.s appoint coordinators of micros in special needs, this function has become particularly relevant. Coordinators find themselves faced with a vast and diverse range of problems: queries come from institutions ranging from nursery school up to FE colleges, about children and adults of all ages with disabilities and learning difficulties of all types. The expertise of the SEMERCs, ACE centres and Software Development Unit is invaluable: "We'd be useless without them," commented one coordinator.

During the last five years the SEMERCs, ACE and the Software Development Unit, were funded at first through the Microelectronics Education Programme (MEP) and then through the Microelectronics Education Support Unit (MESU).

In 1986 MEP was dismantled and l.e.a.s were primed to assume full responsibility for its functions. MESU, with a budget of just over £3 million was to provide some central coordination and support for l.e.a.s and to continue supporting the SEMERCs, the ACE centre and the software centre until March 1989, when their responsibilities also would be turned over to the l.e.a.s.

The reasons given for the special needs extension are vague. But whatever the reasons, the reprieve was warmly welcomed.

That warmth, however, has now diminished: MESU's commitment to special needs is being questioned and morale within the computers in special needs area is low.

Earlier this year Mary Hope, who had established the successful strategy into and practice area, in ture under MEP and fought for its continuance under MESU, resigned. Her successor, Peter Fowler, who is currently running a project on the role of information technology in FE special needs courses, has been appointed but is unable to take up his post until January 1 1988, which adds to the feeling of hiatus.

Most people in the field are resigned to the almost certain demise of the SEMERCs – it is thought likely that ACE and the Software Development Unit will survive. They would like to see smaller regional SEMERCs created in place of the present four forming the centre layer of a three-tiered system at the top of which was a national coordinator and an information service. The coordinators of micros in special needs, of which there would be one in each l.e.a., would form the l.e.a. tier.

This system would go some way to counteract what Mary Hope describes as the lack of "critical mass" in special needs. The problem is graphically illustrated by a quote from one coordinator, talking about services for the deaf within his l.e.a.: "To get a credible service for the deaf in this area, we would have to deafen another 100 children."

> 'MESU's commitment to special needs is being questioned and morale within the computers in special needs area is low'

The fact is, says Mary Hope, "that the particles of need are too scattered and differentiated to be dealt with at local level. Without regional and national tiers, certain kinds of need are sure to fall through the net".

Taking a very broad canvas the situation doesn't look that grim. Though there is some confusion over how much of its budget MESU will be prepared to dedicate to special needs after March 1989 – at present just over £500,000 goes to finance the SEMERCs, ACE and the Software Development Unit – a government spokesman said that he did not anticipate that MESU funding would be affected by the closing of the SEMERCs. And John Foster, MESU director, said that the unit "would continue to give special needs the same percentage of the budget."

Those who advocate a three-tiered system suggest that if this money were available, MESU might at some point offer matched funding schemes to l.e.a.s who set up regional SEMERCs, as well as strengthening a central national information service. Other suggestions include an annual national conference, which would bring the scattered advocates of micros in special needs together.

Also giving grounds for optimism is the fact that the government's commitment to educational computing in general is being maintained. There is in theory nothing to stop l.e.a.s directing all the education support grant money into special needs areas. In which case, as Peter Fowler points out, "we could have an elaborate network of mini-SEMERCs".

However, a look at the timing and what is being done in the time available, suggests that this scenario is unrealistic. Although some areas already have many full-time coordinators of special needs in permanent posts and are engaged in formulating plans for regional SEMERCs, others have very few coordinators at all and have no plans.

At the beginning of July MESU distributed a consultative document entitled *Microelectronics for Learners with Special Educational Needs* to every local authority in England, Wales and Northern Ireland. The document poses such questions as how can l.e.a.s best move to a position in which they are able to carry out the SEMERC functions after 1989? Can they provide all of them individually or is there some merit in combining to finance certain functions on a regional basis? And what kinds of support are needed from MESU after 1989?

The deadline for replies is October 31 – the end of this month – and MESU's present stance is that they can do little until they have the response to this document. "We will get into a more directive role then," said Ralph Tabberer, MESU's deputy director.

Which is all very well, except that the DES deadline for a general outline of submissions for ESG grants was October 1 and a statement of the authorities' development policy over the coming five years must arrive by December 31.

This gives MESU very little time indeed to adopt a prescriptive role. A large responsibility is about to land in l.e.a. laps, which could well be met at least partially from the new money. But without MESU encouragement it looks unlikely that many authorities will have got together to form special needs consortiums which might set up regional SEMERCs for the area. Neither will they have had time to instigate a debate on how computers may play a part within a comprehensive support service for special needs.

One authority which has already established its own computers in special needs centre, with software and hardware on loan and the resources for publishing a newsletter, is Haringey, and the experience of its director, Robin Best, strongly illustrates the enormous need for information.

During the last year 80 different institutions have contacted Best. Some of these "clients" have been in the health and social services, but Best is now turning them away. As a one-man operation he can hardly cope with the enquiries from educational institutions. He uses the Redbridge SEMERC a lot. "I couldn't have coped at all without the expertise of the SEMERCs. The demand has been overwhelming," he says.

"Most people think of special needs as physical disability, but enquiries I get are about children with learning difficulties, and the enquiries cover every age range from nursery to FE".

His words are echoed by the micros in special needs coordinators. Many of them emphasize that it is only now that demand from the mainstream schools with special needs children in their classrooms is beginning to be felt.

Business-like

CLARE MACLURE

The government's proposal to introduce local financial management in the education service will increase the administrative duties of head teachers and create a demand for computerization in schools.

If financial delegation becomes law, control of school budgets will be transferred from local education authorities to head teachers and governors. Micros will become a necessity for administration in schools, and to ensure the free exchange of information, the school systems will have to be linked to central authority mainframes.

Much has been heard over the years about the value of micros in schools for teaching and learning but the role of computers for administration in education has been largely ignored.

The signs are that education authorities are now turning to this neglected area, and the Government's planned reforms of education will speed up the process.

At present the adoption of computer-aided administration in schools is for the most part patchy and uncoordinated. It tends to have grown up in the odd school through the enthusiasm of individual teachers or heads. Micros freed from educational duties are used with software which has not been specifically designed with schools' administrative needs in mind.

There are dangers in being faced with this kind of approach. Jack Harrison of Suffolk County Council advocates a centrally-organized policy. "If each school is left to do its own thing you end up with a fragile system, which has not been documented, and when the computer expert leaves no one else knows how to work it," he says.

Jack Harrison is senior research coordinator on Suffolk's Schools Management and Administration by Computer (SMAC) project. The SMAC system has been developed over the last two years by the Council and Hytech Microsystems of Oxford, and is being introduced into the region's 39 secondary schools.

Peter Watts, a consultant for the Inner London Education Authority (ILEA) and a former headmaster estimates that only a dozen of the 104 education authorities in England and Wales have centrally-organized policies for administration by computer in their schools. He is convinced of the benefits that can be gained. "A computer system well used is of inestimable value," he says. "It can save one day a week minimum of senior teacher time."

Harrison expects the systems being introduced in Suffolk will free the equivalent of one senior staff member from administration duties.

Hytech Microsystems argues that schools have similar computing needs to commercial business. "A secondary school of 600 pupils compares with a company with a turnover of between £1 million and £2 million a year. A commercial concern of that size would be computerized," says chairman, Chris Howard Davis.

Like a business a school needs financial management and has to hold personnel records, says Howard Davis. It also has to handle inventory control for everything from books and desks to laboratory or sports equipment.

The ILEA is working on a project due for completion in April 1988 to install a standalone micro for administration in all its schools. The project was started last year and already two main drawbacks to the standalone idea have come to light.

First, most schools are made up of more than one building or site and obviously a sole computer can only be in one place at a time. Second, a need quickly arose for multi-user capabilities as people queued up for a turn on the computer, particularly at peak times such as breaks.

So now the ILEA is testing a multi-user supermicro system. The Computerized Local Administration System for Schools (CLASS) has been installed in two schools in Westminster and Wandsworth. The schools chosen were both considered to be "relatively computer literate" and were split sites.

CLASS runs on a specially-modified Sprite micro from Jarogate. It uses an Intel 80286 processor and runs Digital Research's Concurrent DOS operating system. The software has been developed by Resource Techniques of Bushey and the ILEA, who plan to market it jointly to other authorities.

Systems costing £7,000 with four screens, a modem and a printer are now up and running at Walsingham School and North Westminster Community School. They are being used for tasks such as school finances, library and exam administration and timetabling. The school in Westminster has bought a further two screens which are being used as electronic noticeboards. The CLASS system can communicate with IBM or ICL mainframes.

The Suffolk scheme is more ambitious. Inter-linking computer systems are being installed in 39 secondary schools, three area education offices and the authority's headquarters.

The SMAC system runs under AT&T's Unix operating system on the NCR Tower family of computers. Explaining the choice of hardware, Jack Harrison says: "We wanted a range of compatible kits with smaller systems for schools which could expand for larger systems in the area and headquarter levels.

"We ended up with the NCR Tower – a family of machines with a common operating system. We think we were fully justified and would have no hesitation in recommending the kit or the operating system."

NCR Mini Towers have been installed in 11 schools so far. These are linked via the public switched telephone network to Tower XPs in area offices. An X.25 link connects the area offices to a Tower 32 in the education authority. This in turn communicates with the county's ICL mainframe. The SMAC system can also handle IBM protocols.

The basic school system provided by the authority costs around £15,000 and comprises the Mini Tower and software, two terminals, two printers and a modem. Additional terminals have to be paid for out of the school budget.

At the school level, the software handles databases for premises, pupil and staff information. There are accounting modules for school finances and office automation facilities such as word processing. The system can generate 100 standard reports. There are also modules for timetabling, organizing parents' evenings, pupil assessments and so on.

At the area or headquarters level, the SMAC system stores subsets of pupil and school data and additional information about pupil benefits such as free school meals and transport entitlements. It also holds staff contract details and data about teacher supply, availability and cover.

The SMAC system has been designed for operation by support staff such as the senior school secretary rather than teachers. The first two terminals provided as standard are generally located in the school office.

"The last place we advise placing a terminal is on the head teacher's desk," says Jack Harrison. He argues that access to the computer makes a head teacher even more tied to a desk than normal. But, he admits that few schools follow his advice and head teachers find the funding for an extra terminal of their own "very quickly".

Suffolk has set up a team of 10, including computer systems analysts and advisory teachers to support the SMAC system and co-ordinate with the schools. This team trains the school staff in the use of the system and helps with any problems. The support centre also organizes the maintenance, by a third party, of all the systems.

Harrison says schools in Suffolk that have systems installed have reacted enthusiastically and those that have not yet got them are fighting to be next in line. It is a comparatively small education authority, but kitting out the 39 schools alone will by the end have cost nearly £300,000.

Now that the SMAC system is well tried and tested, Hytech Microsystems is starting to market it further afield. The company sees its main target as authorities themselves wanting to introduce county-wide schemes. But interest is also coming from independent schools.

Both Resource Techniques and Hytech Microsystems realize that when focusing on the education market they must offer flexible purchasing schemes. Resource Techniques expects a leasing system will be attractive and says its CLASS system could be leased for around £45 a week.

The ILEA has found an unexpected saving from CLASS. The computerized library administration element of the system in Walsingham School in Wandsworth is helping to reduce the number of books that go missing.

Those education authorities which have embraced the idea of computers for administration in school look well set for the legislative changes that are on the horizon. Jack Harrison in Suffolk thinks the Education Bill, expected in November, will spur the take-up of information technology in schools. "It would have happened anyway but not as quickly," he says. "Every authority is now having to address the problem."

Clare Maclure is a reporter on *Computer Weekly*

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On the next two pages, Joe Telford responds to the DES document 'New Technology for Better Schools'

You pays your money

Figure 1

Known Strengths of Computer-Based Technology in Education
Source: the DES New technology for better schools document

Primary	Secondary	Special
Music	Music	Music
Language	Communication	The whole range
Number	Data handling	of the curriculum
Spatial relationships	Observation	
	Measurement	
	Analysis & control	
	Investigations	
	Problem solving	
	Design and Make	

Figure 2

The items of hardware suggested for consideration in the New technology for better schools document

Peripherals	Computers
B&W printers	Acorn Master Compact
Colour printers	Acorn Master 512
Modems	Archimedes 305
Mouse	Archimedes 310
Trackerball	Archimedes 410
Concept keyboard	Archimedes 440
Touch screen	Alchier PC
Joystick	Amstrad PC1812
Bar code reader	Apple Mac Plus
Control "buffer boxes"	Apple Mac SE
Plotters	Apple Mac II
Graphics tablets	IBM PS/2 Model 30
MIDIe	IBM PS/2 Model 50
Video interfaces	Olivetti M24
Disc drives	Olivetti M28
Winchester discs	RM Nimbus PC-186
Networks	RM Nimbus AX-286
Mid Res Display screens	RM Nimbus VX-386
	Torch XXX

Figure 3:

Management checklist for buying a new computer

1. Is there enough relevant software?
2. Has it a proven track record and is it robust?
3. Can it be easily and cheaply maintained?
4. Is there local and national support for it?
5. Does it fit at least one specific task?
6. If it can only be used in this one way, does it merit sufficient priority to go ahead and purchase?
7. What additional parts and software are needed, and at what cost?
8. Is it a machine for staff or pupils?
9. How many children will directly benefit from its purchase?
10. What in-service is required?
11. Who will be responsible for it, and what if that person leaves?
12. How will you replace this machine when it fails?

On July 21 of this year the Department of Education and Science circulated a proposal to all l.e.a.s, entitled *New Technology for Better Schools*. This document expands on the announcement of the availability of education support grants (ESG) for information technology, and shows how the ESG is part of a much wider strategy for new technology in schools.

The main focus is the application of information technology across the curriculum, both in technological and other areas.

The paper reports statistics on machine usage, quoting an average of 100 children per micro in primary and 60 in secondary, along with a comment that 33 per cent of the teaching force have never been involved in any computer-related Inset. While agreeing in part that Britain's IT pioneering experience has been extremely valuable, the document points out, not incorrectly, that there is still a long way to go, and that the way ahead must be based on those areas which are particular strengths of IT, with the notable secondary exceptions of IT and computer studies as subjects. Figure 1 shows a breakdown of the particular areas regarded, presumably by HMI, as being supported by IT-related activities.

Particularly interesting is the very high level of emphasis placed on music. While not disagreeing in the slightest with this, I cannot find very much preliminary work from the days of MEP which would support it, although a Music Technology Centre has been set up, and access to music facilities figures highly in the specifications of several new computers. Another interesting point is the apparent lack of comment about computers and art. Perhaps this area is not a known strength, or is it disguised in the comments about "spatial relationships" and "design and make"?

The document explains the six major headings under which provision is required over the next few years. These cover:

Curriculum materials and software
In-service teacher training
Advisory teacher support
Information and advice
Technician support
Hardware

A cynic could translate these six areas as the return of MEP with a touch of DTI support.

Certainly there is nothing new in the statement concerning curriculum materials and software. It seems time that our educational software manufacturers moved towards the international standard languages, like "C" and developed materials which would be applicable to an international market. This could regenerate software production and reduce the unremunerated "versioning" of our best software which is currently happening in countries with large educational markets.

The progression in Inset is towards a minimum level of IT fluency for each teacher, with a key teacher policy, where one teacher in every primary school and one teacher in every major secondary school department is nominated to take on board a more specialist role in the curricular application of IT.

The information and advice policy follows the rules designed in the days of MEP, and will depend on the participants, although the application of new technology in communication systems like NERIS may improve matters.

The proposal really starts to look interesting when mention is made of advisory teachers focusing on their cross-curricular role. The proposed ESG for the financial year 1988 to 1989 is supported by an overall pool of £10.5 million from which l.e.a.s can bid for cash, but the advisory teachers themselves will be trained by the Microelectronics Education Support Unit (MESU), and it is envisaged that MESU will have a central role in supporting them "in the field".

For the average l.e.a., if there is such a thing, this advisory teacher support might mean three in primary, two in secondary and one in special needs. Spreading such support effectively will be a difficult task. It's a classic case of needing more to do more, and yet many classroom teachers would be grateful for any support, so this proposal is welcome.

There are several problems involved in the concept of IT advisory teachers, not least of which is finding such people. Teachers with the special abilities required are generally thinly spread. Additionally, the shared management of these advisory teachers, ie: l.e.a., MESU, specialist adviser, IT adviser, could mean that they find themselves following conflicting directives, to the disadvantage of the teacher in the classroom.

The suggestion that technicians could be appointed to maintain systems and set up hardware for lessons has been long overdue. Unfortunately the paper does not disclose any financial support for l.e.a.s employing IT technicians, but simply urges authorities to develop a policy for providing technician support and training.

How much more bearable life would be for the teachers taking on board the government's suggestions for developing IT specialisms, if they knew they could count on technical support in the classroom. This part of the proposal would have benefited from some funding, or perhaps even support from the Manpower Services Commission.

The last part of the proposal suggests that enough hardware should be provided to let pupils make regular use of IT-relevant activities. This is bound to meet with acclaim, from teachers and manufacturers alike. There is to be an additional budget in 1988/89 of £8.5 million which will support the ESG specifically for the purchase of hardware. This essentially means computers and peripherals, although other hardware will be considered for inclusion as and when its value is established. The list of hardware is shown here in figure 2.

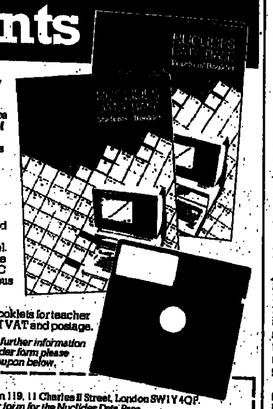
L.e.a.s are also asked to complete a data return form appended to the document, and to return a statement of their development policy before December 31. This document specifically requests that each l.e.a. address the following issues:

The pattern of current provision
The l.e.a. policy for the use of IT and the stages through which this policy will be implemented
Structure and staging of IT support services in schools
The management of the proposed IT advisory teachers
The local l.e.a.'s regional IT cooperation policy
How industry support will be elicited
The place of the IT ESG in the l.e.a.'s overall IT policy
A broader statement linking all elements of IT finance into a coherent policy, including TVEI, Inset grants, ESG, etc.

The message is clearly that here is a financial injection to move all l.e.a.s forward along the recommended route of cross-curricular IT. As has become commonplace, the finance is conditional on each l.e.a. delivering a statement, almost, if you like, a contract, to agree to the rules laid down by the Government, and not to divert cash to IT activities which might be frowned upon. Reading between the lines, there is the possibility that more monies will be forthcoming, but that l.e.a.s must make positive moves to encourage local industries to participate in funding their IT policy. Also there is the unanswered question of the level of technician support.

Just how much notice l.e.a.s will take of individual schools' needs in reacting to this document is difficult to assess. The December deadline means that authorities with pre-existing IT policies will have an easier time than those without. Yet I wonder if schools will think the whole exercise is just another version of that well-known computer phrase: "What (you think) you want, is what we get!"

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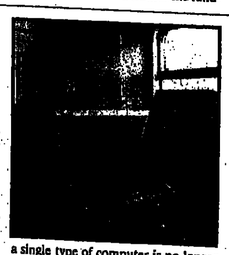
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TES

The Department of Education's document on education support grants for information technology focuses on six specific elements for carrying IT forward within a cross-curricular context. One of these includes the availability of £8.5 million to support the purchase of new computer equipment within schools in 1988 to 1989. So schools and l.e.a.s should at this moment be deciding on policies which will allow them to make the most use of the machines which are currently on offer.

There are, however, three key variables which should be considered before dashing down to our local Micromart. First, the ESG paper has offered guidelines on what the DES sees as the recommended features for new micros. Second; each l.e.a. seems to have a policy in terms of what machines it supports, or sometimes adamantly refuses to support, and third, and to my mind the most important, what each school feels it actually needs.

The focus of the ESG scheme is not to replace equipment, especially when it is doing valuable service; rather it is to provide extra access so that pupils can use current IT techniques to open up their learning environment. After six years of experience nationally, it seems logical that areas of greater value in computer use would be defined on a national scale, and these areas often have special demands on computer hardware which mean that



a single type of computer is no longer appropriate for every task in a school. Additionally, as the expertise of our software writers has improved, so the quality of their material, and of the resultant learning activities, becomes limited by the older technology.

A typical example here is the BBC micro range, culminating in the BBC Master, which has taken what we call 8-bit technology almost to its peak of attainment. Already specialist manufacturers are bringing out add-ons for such machines, to give them more memory, better graphics, and easier access to their facilities through mouse-driven machine communication systems. But, look around. These extras are already part of the basic system being offered by some computer manufacturers. Look at the amazing graphics of the RM Nimbus, or the Midi-compatibility of the Atari (strangely not included in the ESG document) or the wonderful approachability of the Apple Mac.

Such new facilities, combined with greater speed and more memory, are bound to generate rich new types of educational software, and hence be valuable assets to a wide range of learning environments. So, currently we use what is available, but we should always keep an ear on the future.

My advice to educationists is not to measure machines by speed specifications; rather consider the quality of the software using those specifications. A raw speed of 8 million instructions per second means nothing if the machine doesn't have the educational package you need, or if the package you can buy would run as efficiently on a cheaper micro, or even one which you already have in school.

The DES's advice in their document *New Technology for Better Schools* comes as a series of recommendations which, in the main, are sound in terms of a county policy, and many would fit into a school policy too. The document begins by asking if the computer system being considered is capable of future expansion. This is clearly addressed mainly at the l.e.a., who might be suggesting a specific machine to schools. A teaching aid with an operating system which was "out of fashion", or whose hardware couldn't be expanded to integrate say, with an interactive video disc, might not be a suitable basket for one's eggs.

continued from previous page

Does the computer system have access to software already in school? This question is pertinent to everyone, but the ESG document goes further. It enquires if the system allows access to generic software, and to computer programming languages like Logo and Structured Basic for curricular purposes. This is the closest I've ever seen to a directive to maintain that enjoyable activity of programming, which has suffered recently from rejection in favour of application-based work. Perhaps it can now be revived.

An interesting comment now: can the computer system access the MS DOS operating system and relevant applications software? This is likely to start a battle between those who believe in the near-industry standard value of MS DOS, and those who reckon that it's a passing fad, and of little value in UK education.

MS DOS was written in the United States, for the IBM PC-type of machines, and so it exists for most PC clones, like the Amstrad, Akhter etc, as well as for the RM Nimbus range. The new BBC Archimedes range will have a plug-in MS DOS-compatible processor available as an extra. While there is a wealth of software for MS DOS, little of it is inherently educational, and without much teacher-adaptation, most of it is best fitted to vocationally-based courses rather than mainstream secondary. I've seen little conventional MS DOS software which would work in primary.

Another comment for l.e.a.s: does the system allow software portability between a wide range of computers using the "C" language or Pascal? The more I consider these last two points, in the context of educational software, the more I feel they are aimed at helping our ailing software houses to sell abroad.

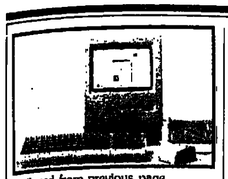
The document suggests that l.e.a.s give consideration to the provision of a standard windowing environment. This is a clear case of common sense prevailing. It's only through such environments, made popular by the Apple Mac, that the continual re-learning of incidental operational trivia can be done away with. This is the problem which has dogged children and teachers for the past six years. Why should they have to learn new keypresses, and new means of operation for every single program? Surely there should be a common means of communicating with every program. The mouse and windows environment allow this and speed up the learning process by allowing the user to concentrate on the task rather than the tools. This is an essential element of any hardware policy.

The document wisely realizes that each school will not move to a large number of new machines immediately, and suggests that consideration be given to flexible machines which can be used in a wide range of ways. This of course, if rigidly applied, provides a loophole for some l.e.a.s to maintain their policy of "one type of machine for everyone".

So which system is best? Is there was a single answer to this question the other micro manufacturers could pack up and go home. In fact, the list suggested by the ESG document (figure 1) contains 19 models. There is also a comparison chart which comes up with the amazing conclusions that the most expensive machines have the best features. There seems little to choose between many of them.

Schools must maintain an equilibrium with their communities, providing children with useful skills, which are both real and relevant. As IT expands within society, so too the skills needed will change, and schools must adapt to reflect this. The adoption of new machines, and the feedback to the l.e.a. which this requires, are a part of the role of the school in this age of technology.

Joe Telford is deputy director of the Cleveland Computing Centre.



Guidelines for hardware purchases

PRIMARY SCHOOL

Here, more than anywhere, a general purpose machine is required, which will support the activities that have come to be regarded as good primary practice: language development work, problem solving through adventures, and mathematics; explorative and investigative work, music, and graphic work; the use of microworld environments like Logo, and the links to CDT made available by control. Much more thought needs to be given to accessing computer facilities. Certainly environments like those provided by the mouse and windows would prove valuable.

In extending the use of computers in primary school, consideration should be given to teacher Inset, and here compatibility with existing micros, and their software, must be the key factor. This probably boils down to RM Nimbus micros for those already using them and BBC Master 128s for the schools with BBC micros. There would, however, be a slight benefit for the latter to move towards the Archimedes system, if the price was right, as this would enable the use of windowing environments and expand the use of packages like Logo.

Imagine the value of a microworld which could expand as the children developed, and which could be large enough to let groups of children explore and create many different paths to learning. Computers capable of housing such software could be dictionaries, expert systems, control interfaces, graphic design and music composition tools at the same time.

SECONDARY SCHOOL

Much that has been said of the primary school is also relevant to secondary education, but this phase has its own special problems when it comes to choosing a micro, and we are now beginning to find that one type of micro might not be enough.

In general terms the secondary school must keep a weather eye on the primary and tertiary phases, so that it assists by providing continuity of experience. There is much to be said for adopting a machine at least in the lower school, which matches those in the feeder primaries. This means that programs which the children have met can be re-used, and extended. This is particularly valuable if the school has a policy of encouraging skill development in the key cross-curricular IT themes: text management, information handling, simulations, and exploration and investigation through programming, control, and graphics.

As the student meets new challenges in the curriculum, each subject area needs to consider the role of the IT-based skills in the activities offered. This might mean a re-think of a policy which would normally advocate a single type of micro.

CDT

The key factors here are likely to include the applicability of a particular computer for design purposes. This naturally links into the supporting software. Design packages are currently available on the BBC micro, Nimbus, Apple and IBM ranges of computers. It's a case of "you pays your money".

But what about the other side of design, print-out or plotting? Schools don't want to spend a wad of cash on a new computer and then find that the plotter and/or software costs far more than the computer. Local information centres might provide a range of useful machines for teachers to examine before deciding to buy. Remember too, that if the need in the CDT department is for a general purpose machine for computer aided design, control, and some computer assisted learning, then this normally limits the school to the RM or BBC range, though even here the control interfaces may be an unforeseen extra.

BUSINESS STUDIES

More and more business studies suites are growing in schools, filling one or more rooms with micros. Often the automatic choice seems to be something like an Amstrad PCW256, which is one of the cheapest word processors around. After a while the need to handle accounts, databases, and stock lists appears, and if schools have gone this way then they must follow-up with what is essentially commercial business software. This always needs careful monitoring by staff, because good business software is not always good educational software.

When choosing machines for business studies it is important to make sure that the potential micro is not part of a short production run. This could lead to problems in maintenance and in obtaining software at a later date. It is important, too, that there is enough local support for in-service training, and that the IT teaching techniques to be used are reasonably similar to those adopted in other areas of the school. Again, software will probably be the deciding factor in the purchase of machines, but schools could consider the IBM clones, like the Amstrad PC, or Akhter PC, while the BBC or RM range could be an alternative based on compatibility.

SCIENCE

In addition to the normal role of the computer as an IT tool, the science department might wish to think of it as a laboratory tool. This is a classic case where specialist computers would be most valuable, eg the Gypsy, Vela, and multi-tasking Scorpion Micro.

MUSIC

Playing and composing music nowadays seems to require at least one computer in the music department. Having said that, music teachers generally prefer to get their feet under the technology table by first working with electronic keyboards. From here to multi-track recording is a short step, but eventually there is a need for some element of digital synthesizer control or for a computerised aid, and here the computer has a role.

Once the school decides on a computer for the music department, then software again forms a key element of the choice, but this time it's software and hardware combined, because some form of synthesis control is usually necessary. This might be through a plug-in synthesizer box and keyboard, like the Hybrid 4000/5000 system for the BBC Master, or a MIDI (Musical Instrument Digital Interface) for almost any computer. The main problem with Midi, is that most software is not written for education. There are some extremely good classroom packages around, again on the traditionally "educational" micros.

The main word of warning here is, don't buy a computer that looks good, simply because it's on special offer. Some such systems, like the Yamaha CX5, seem to have ended up prematurely out of production.

SHARE A MICRO

There is much value in adopting a shared ownership policy in secondary schools. Some departments have partly similar needs, and where this happens a micro could be shared at least until another one has been bought. Take for example the art and CDT departments; history and geography; business studies and English; CDT, science and IT/computing; mathematics and business studies. The links are there, if we are prepared to look.

SPECIAL NEEDS

Again the general comments made previously are of use to schools intending to support special needs children, whether in mainstream or in special schools. The main element in choosing a micro must be the availability of software to open up the widest possible curriculum. In addition, the availability of specific control interfaces for any micro is of particular importance here, because many special needs are linked to sensory or motor disorders. It is a pity that none of the newer machines come with the same level of built-in control interfaces as the BBC Master. This may slow their adoption in special needs situations.

ORGANIZATION

For schools buying a computer, there are a number of simple guidelines which are organizational rather than technical. In any technology-related industry, employees are often more impressed by what a computer can do for them, than by what it can do for the job, and education is no different.

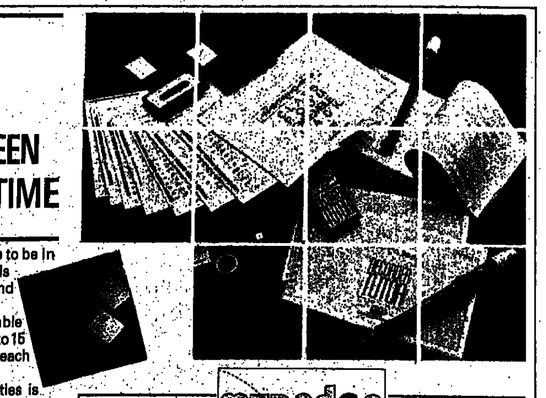
One of the tasks of the school management team is to assess the real need for any particular micro, in terms of practical usefulness, reliability and curriculum effectiveness. A non-specialist can perform this task by applying a little common sense and following a short selection of questions (see figure 3). Above all, it is important to look always at the price of the whole system, rather than costing a package in endless parts and finding that more parts are needed as the machine shows increasing reluctance to cope with the task. Note too that the "whim" purchase, bought to satisfy the keen member of staff, will often only prove valuable until that person leaves the school or loses interest.

The less common machines will generally have least educational support, to the point where only the dealer can help, and generally their appreciation of education is not a formula for good classroom practice, even supposing they are willing to give free advice.

The minefield of new computers is always difficult to negotiate, but as long as the micro matches the task, has currently available software which is relevant, and there is some degree of local educational support, then there is a good chance of making a sound purchase. Add to that the ESG for IT money, and there is no reason why we should not increase the access to this technology for all children, and in doing so, improve their learning environment.

JT

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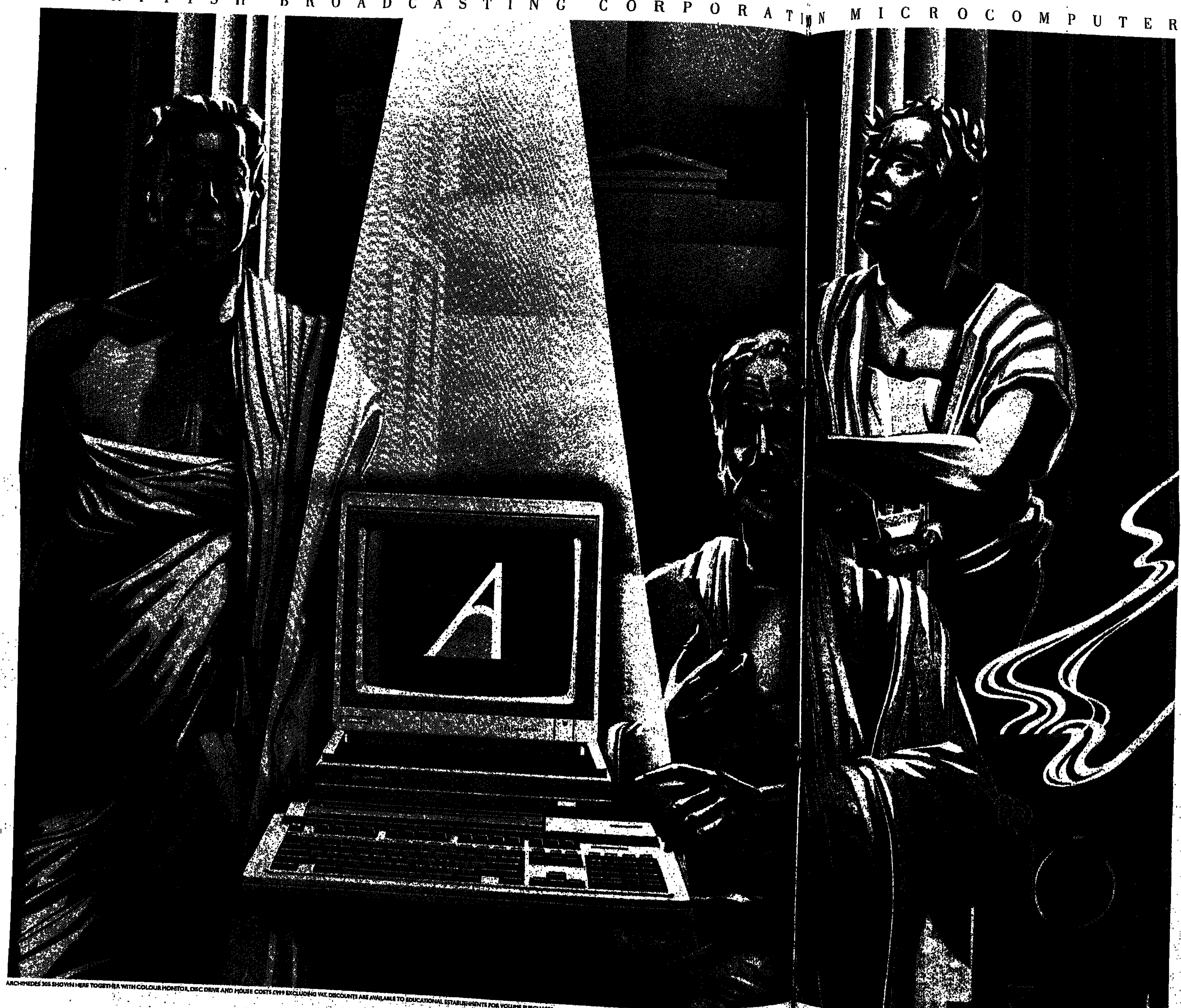
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THE TIMES EDUCATIONAL SUPPLEMENT 16.10.87

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MACHINE	LANG	INTMATH	REALMATH	TRIGLOG	TEXTSCAN	GRAFSCRN	STORE
ARCHIMEDES RAM	BBC BASIC	0.26	0.38	1.02	4.2	6.5	6.5
RM VX 386	GW BASIC	0.89	1.05	9.09	25.9	4.85	*
IBM Model 50	BASIC	1.4	2.04	12.5	28.0	7.93	10.7
IBM Model 30	BASIC	2.6	3.4	25.5	36.1	14.1	13.6
IBM PC	BASICA	6.2	8.2	47.0	100.0	49.0	*
AMIGA 2000	AMIGA BASIC	1.7	2.7	6.7	150.3	28.0	32.7
OLIVETTI M24	BASIC	2.1	2.8	15.0	33.6	11.4	*
ATARI ST	ST BASIC	1.6	3.5	7.9	44.8	92.7	58.0
MASTER 128	BBC BASIC	2.5	4.3	63.0	14.2	22.0	18.6
COMPAQ 386	GW BASIC	1.0	0.96	1.85	25.5	4.8	*

NOTES: 1) 300 SERIES ARE ACORN MEASUREMENTS USING PCW ALGORITHMS. ALL OTHER FIGURES ARE TAKEN FROM PCW REPORTS. 2) ENTRIES WITH AN ASTERISK UNDER STORE WERE NOT AVAILABLE FOR FLOPPY DRIVES

A R C H I M E D E S

Interactive video – what the publishers have produced . . .

A foot on the Nebraska Scale

Interactive Science Laboratory
Interactive videodisc £350
Produced by Futuremedia Ltd
Published by John Wiley & Sons Ltd, 1987.

JERRY WELLINGTON

We have been assured by the educational prophets that interactive video is to be one of the learning media of the future. This package, with a rather futuristic price of £350, attempts to step into that future by offering a videodisc on four central science topics with an important past and a long life to come. The topics of Electrolysis, AC Circuits, Chromatography, and Distillation receive detailed treatment.

But before getting stuck into the science the user has to get started with the system. This is where those minor problems which plague all human beings using machines begin to surface. They may seem insignificant to the manufacturer but are of major importance to the classroom teacher.

A school or local authority which can afford the *Interactive Science Lab* is most likely to purchase it as additional learning material to run on the so-called "Domesday System". It would therefore seem strongly advisable to design a package which can run on that system with the minimum of adjustment before or after use. Unfortunately, small but annoying adjustments have to be made. First, a new cable has to be formed to connect the micro to the videodisc player (about 20 minutes' work for the lab technician). The large ribbon cable used when running *Domesday* must then be disconnected each time the *Interactive Science Lab* is set by connecting the new cable. Moreover, after using the science lab, a command of:

* CONFIGURE TUBE

must be typed in, in order to reconfigure the system to run the *Domesday* discs.

How many teachers who use the Wiley discs will remember to type in this command after using the system? Forgetting to do so will incur the wrath of subsequent users, who will accuse you of breaking the system as I learned by discovery.

These are simple but practical problems which need to be sorted out or at least displayed in huge letters on the front of the manual rather than the back page.

In contrast with the starting problems the content and running of the package is to a large extent trouble-free and at times enjoyable. The Chromatography section begins with a clear and well-explained video sequence explaining the process colourfully and some of its history. Key concepts such as "adsorption" and "desorption" are explained, while time-lapse photography is used effectively to show thin-layer and column chromatography. Gas chromatography is then demonstrated and its use for studying volatile liquids and gases is explained.

Every one of the four topics is covered by a sequence of lesson, review, experiment, quiz although the order can be varied. The chromatography lesson, in which the user is largely passive except when typing in the occasional response, is followed by a simulation of an experiment on gas chromatography. The student is more active (or interactive?) here, being allowed to control and vary three of the parameters controlling the process. The user can even shut and switch on the oven himself, using a simulated switch on the screen.

Distillation is covered using roughly the same format of lesson, review, experiment, quiz. The ideas of simple and fractional distillation are explained through a video sequence and a clear, well-structured commentary.

Questions are asked on the concepts, most involving one or two-word answers to factual questions. Unfortunately there is little tolerance of error in the program so that an answer of "column" is wrong, whereas "fractionating column" is correct. A more open question on ways of controlling boiling liquid accepts the answer "anti-bumping granules" but not "boiling stone", for example. Similar intolerance occurs with tiny spelling mistakes or typing errors. This feature of a supposedly interactive program needs correcting.

The student's progress score is recorded and stored on a separate floppy disc throughout a topic. This is a valuable feature, but unfortunately it means that the user is constantly swapping the "Student Progress" disc for the "Program disc" which actually controls the interaction. With a single disc drive the user is continually changing one floppy disc for another during the lesson. This can be extremely annoying and tedious, as well as educationally disruptive. Even with a double disc drive the "swapping" of one disc for another is a distraction.

The experiment on distillation is extremely novel in allowing the user to assemble the complete apparatus on the screen. The condenser, the flask, the thermometer and so on are moved into position with the cursor keys and then put together with the Return key. For those who fear glassware or have two left hands this is practical chemistry at its best. Once assembled, the distillation experiment can be carried out by varying certain parameters to achieve the separation of pentane from hexane.

For teachers this kind of video simulation can remove safety worries, save time and money, reduce waste, and generally make for a much easier life. But is it science? Many would argue that the skills of the scientist involve manipulation, assembly, smelling, feeling, observing and taking safety measures. Such practical abilities, arguably essential for a working chemist, are by-passed by an interactive video lesson.

Side 2 of the videodisc, controlled by a third floppy disc labelled "Program Disc Side 2", provides material of a similar format on the topics of Electrolysis and AC Circuits. The former explains the basic principles of electrolysis and its terminology both aurally and visually. Again, the explanations are clear and attractive, although they involve more watching and listening than interaction. A simulated experiment on the electrolysis of sodium chloride is available, with the student able to vary the temperature. Once again, the topic is tested by a quiz (of 10 questions) and the student's progress, strategy and time can be recorded on the progress disc.

Of the four topics, I found the coverage of AC Circuits least satisfactory. After a lesson on Ohm's Law and the meaning of AC, the student is plunged into experiments which involve an AC circuit and a dual beam oscilloscope. The sudden jump in difficulty is made worse by the lengthy list of instructions given by the commentator before the student can start. There is far too much information for the user to take in, and no support is given by the manual. The results table is confusing and, for me, difficult to use. Support from the manual must be provided in future if this part of the interactive video is to be comprehensible to the beginner.

To conclude, the package as a whole has some valuable features and could be a useful learning resource for 16 to 18-year-old students who have access to the hardware to run it. The producers have taken on a huge and formidable task with some educational success. Whether or not it will be commercially successful at £350, and possibly £3,000 for the system to run it, is another issue.

The question of interaction is also interesting. I found myself interacting as much with the disc drive as the program itself. The interaction with the program involved either typing in response to closed-ended, factual recall questions or controlling variables in a simulation. A measure of interaction in the use of IV, called "the Nebraska Scale", has travelled across the Atlantic. This package is well down the scale. But interactive video in school education has to begin somewhere and the foot of the Nebraska Scale may not be a bad starting point.

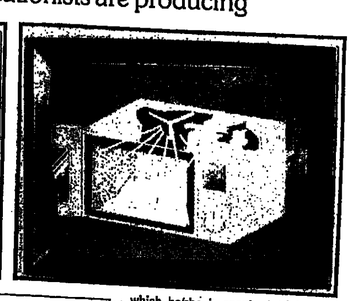
As it stands, the *Interactive Science Laboratory* has several annoying features for the user which the producers might well be able to improve quite cheaply for a second version. In addition to those mentioned above, the manual with the discs is unattractive, cheaply produced, not very helpful, and contains no educational support material whatsoever. A final feature for complaint: the text from the floppy discs did not always line up with the spaces, lines and dots provided by the picture from the videodisc.

Despite these complaints, the *Interactive Science Laboratory* is an important new venture in education which deserves recognition and more thorough evaluation. I can only suggest that readers find a way to view it and judge it for themselves.

Jerry Wellington works in the Division of Education at the University of Sheffield.

. . and what the educationists are producing





The Interactive Learning Project (ILP) was established at the University of Newcastle's School of Education in September 1986. It is funded by the Nuclear Electricity Information Group (NEIG) which wishes young people to have a greater knowledge and understanding of mathematical and scientific concepts as they relate to real life.

One of the main features of ILP is the production of three learning packages for *Energy*, *Radiation*, and *Risk and Probability*, pitched at 11 to 16-year-olds. These will include one or more videodiscs as well as other support materials.

Interactive video offers exciting possibilities for presenting mathematical and scientific concepts in a way which would not be possible using any other medium. But the project is also researching into how children learn with new technologies, and so it has a research as well as a production focus. For this reason there is a major emphasis on trials and evaluations of ILP and other courseware. The project is also addressing the teacher training aspect of videodisc development, and forming close links with educational technology networks here and abroad.

The project has four full-time staff: three project managers and a technical manager. The first are responsible for their particular support materials and for the development of the corresponding videodiscs. Four lecturers in the School of Education act as project directors and two seconded teachers have worked with us as part of their higher degrees research programmes into teaching and learning using videodisc technology.

In the past year the team has produced a development disc, the primary focus of which has been to enable the project managers to experience the process of conceptualizing and producing a videodisc. The development disc comprises three 12-minute sections and is not available commercially. It is used with a BBC Master computer system linked to a LaserVision disc player. Programming for two sections was completed in July 1987 and trials have taken place in local comprehensive schools. The final packages are due to be completed by the summer of 1989.

Energy

NEIL STRAKER

Young people acquire a commonsense understanding of energy from their everyday experience, but in many cases this is in conflict with accepted scientific explanations. The energy disc will therefore start from such familiar contexts as home, leisure, entertainment and the human body. This will enable students to develop a fuller appreciation of its sources and uses. A data bank will also be included, which should be easily accessible for a wide variety of potential users.

The trial disc tests different combinations of graphics, animation, new and archive film, and computer-type games which could be incorporated into physics, integrated science or history lessons. The emphasis is on flexibility of use and finding simple and effective ways of allowing teachers to access, sequence and structure material to suit their own particular approach and subject background.

A scientist, for example, can use the material on water power to show how energy is generated, stored, converted and used. A historian can use it to explain how water-powered mills developed and how they worked. For teachers working in all fields, the social consequences of energy policies will be explored, to help students reach their own conclusions about such important matters as the siting of power stations, their fuelling, the energy uses of food, insulation of houses etc.

Radiation

The 14 to 16-year-old student of average ability will benefit most from the radiation package. The concept of radiation enters into a range of curriculum areas such as environmental studies, health education and politics as well as physics, where traditionally only the impartial, scientific facts are taught. The disc is designed to explore investigative learning in everyday contexts of relevance to young people. The importance of this has recently been stressed by the Association for Science Education and the Secondary Science Curriculum Review.

The user is invited to join a group of teenagers in their search for knowledge about radiation. A variety of techniques for interaction, instruction and video production have been adopted. Material is presented through various combinations of still frames, moving pictures, text and audio, and keyboard use is minimal. Instead, the student uses a "hand mouse" to control the program.

To help the learner pace him/herself, there are several junctures at which he/she is required to interact before continuing the lesson. These "pause-for-thought" points are useful both with small groups and as discussion starters when the IV is used for teacher demonstration. In "an ordinary kitchen" the user is invited to "mouse around" and point to things which he/she thinks produce radiation. The computer then analyses the answers before presenting another still picture, or textual information, or moving video sequence.

Risk and Probability

The mathematics section addresses the concept of probability by immersing the user in a micro world. Real-life issues arise which force the learner to make decisions based on probability. Collecting "stickers" of cartoon characters or sports stars is one probability-related activity in which most school children tend to participate. A number of problem-solving activities on the disc involve role play and decision making. In another section, a surrogate travel sequence of 1,500 stills is used to introduce a bus route to children during the construction of a bus timetable.

The user's decisions are stored by the computer, then clips of film and stills from the videodisc, along with graphics and text from floppy disc, are played which impart knowledge based on the decision.

Risk and Probability attempts to use the full potential of the IV system. Both audio channels on the disc player are packed with information. Audio 1 has the sound to match original moving sequences of film while the second audio channel contains information which is synchronized with graphics and text. The result is a doubling of running time for the user and "talking" software which is informative and exciting. The printer, an integral part of the workstation, is used to provide feedback and materials to promote mathematical discussion.

This complex multi-branch program has provided hours of stimulating mathematics for children. It allows children to speculate and see the consequences of their decisions. Learning is then enhanced by changing a decision and seeing the same characters react in a totally *different* way.

During the summer term of 1987 preliminary trials were held of the radiation and probability sections. These took place in six comprehensive schools in the north east. The ILP team has been encouraged by the reactions of students and teachers:

"I like the way that people talk to you. It's not like a normal computer game – it puts a bit of excitement into it."

"It makes you want to learn maths instead of dreading the lesson."
(Third year pupils, St Patrick's School, Cleveland)

"It's the most exciting thing I have seen in 20 years of maths teaching."
(Head of mathematics, Kelchoine School, Cleveland)

The team is aware of the danger of being overtaken by developments in IV technology. Interactive compact disc is likely to be available within the next five years. However, the design element of videodisc development is the most crucial phase, for good ideas conceptualized at this stage can clearly stand the test of time.

And initial reactions from the trial schools suggest that valuable learning packages are being produced in the key curricular areas of science and mathematics.

Neil Straker is a member of the Interactive Learning Project team at the School of Education, Newcastle upon Tyne.



Optical publishing

Book worms

JACQUETTA MEGARRY

"CD ROM will change the world," says *InfoWorld* magazine, quoted on the packet blurb of *CD ROM: Optical Publishing*. "CD ROM will be seen as having been an intermediate stage," according to Southdata, in a press announcement of the adoption of its *Superfile* database program by the Dutch Ministry of Welfare, Health and Culture. New media often inspire conflicting predictions, and CD ROM more than most. Is it already obsolescent, or will it change the world?

The truth, of course, lies somewhere in between, and the quotes represent vested interests. Microsoft has invested heavily in CD ROM, developing extensions to its MS DOS operating system, publishing software for CD ROM and hosting the famous annual Seattle conference. The Southdata comment is understandable in a context where databases of around 1,000 Megabytes will be distributed on WORM (write once, read mostly) optical discs built into IBM PCs. The Ministry plans to install micros with WORM drives in 1,000 public and 600 private libraries throughout Holland. The databases will contain directories of public services and bibliographies and are to be upgraded four times a year.

This is a task which CD ROM could do on present technology with ease; indeed *CD ROM: Optical Publishing* includes the story of the Micromedex reference library for hospitals and doctors which is updated four times annually. Physically mailing the read-only compact disc is manageable for quarterly or even monthly updates, and floppy discs containing deletions and amendments can help to keep the database up-to-date.

Furthermore the Academic Computing Service at the Open University has already demonstrated cheap and ultra-fast updates to CD ROM by data broadcasting and publishing Substrip advertisements in a daily newspaper. Lotus Development Corporation has released nine financial databases in CD ROM form with weekly updates and links to analysis software such as the *Lotus 1-2-3* spreadsheet.

The choice between WORM and CD ROM technology is not simply a question of whether users need a read-mostly or a read-only medium. Another factor is search times: each CD ROM access takes a fraction of a second whereas WORM access is typically measured in milliseconds, though in practice performance depends heavily on search software and efficient indexing.

Costs are also important – run-on copies of CD ROM allegedly cost around 30p, benefiting from a replication process essentially identical to the audio compact discs, whereas 5.25 WORM discs sell at around £70 and are inherently more expensive to manufacture. However, prices are always sensitive to volume, and CD ROM can only achieve its promised cheapness if the emerging Philips/Sony standards can be made to stick. Without interchangeability between CD ROMs, there won't be a big enough hardware base to justify a healthy CD ROM publishing business.

The mastering process for CD ROMs is expensive and specialized. To achieve fast turnaround requires a streamlined system and a good relationship with one of a few high-technology pressing plants. WORM drives allow users to add (but not erase or rewrite) their own data without delay or expense and that could be a clinching factor with corporate users.

The size of the database is also important: WORM discs have capacities ranging from 100 to 5,000 Megabytes according to diameter, whereas each CD ROM (with 4.7 inch diameter) has around 600 Megabytes capacity – that's around 150,000 printed pages. However, that need not prevent CD ROMs from handling larger databases because of the arrival of juke-box changers for compact works and your own text makes it simple to pick up where you left off. Its cut-and-paste facilities should alarm anyone who disapproves of plagiarism or who worries about copyright.

The fact remains that *Bookshelf* is probably the most important collection of writing tools ever developed, of profound importance to amateur and novice writers as well as professionals. It claims compatibility with "all leading word processors for IBM PCs and clones" and could herald a new direction in software publishing – as well as a new set of problems for educators trying to keep up with its implications.

Bookshelf clearly underlines the difference between the future of CD ROM and WORM. While the WORM disc is essentially a computer peripheral, CD ROM is a publishing medium. The title of Microsoft's first volume (*CD ROM: the New Papyrus*, 1986) misleadingly suggested an analogy with paper, which for most of us is the archetypal write-once medium, erased only in school jotters, read-only when packaged into books. Volume two rightly puts the emphasis on optical publishing. Like any publishing enterprise, CD ROM providers will need a healthy number of potential customers, and good market research to assess their needs. They are not in competition with WORM manufacturing, but appealing to a different market.

CD ROM: Optical Publishing is published by Microsoft Press and distributed in the UK by Viking.

Here's one easy way to stop this sort of thing from happening again.

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LANGUAGES

Gluing kit

MIKE THORNE

In recent months, the language Smalltalk has surfaced as one of the major computer-based educational research tools. Also, the price of an IBM AT compatible – the smallest computer on which a complete implementation of Smalltalk can be run – has come down to around £1,500. It follows that more and more educationists will want to try the language, many of them in the hope we all have of uncovering the computing equivalent to the philosopher's stone.

Most people's first opinion after a few hours spent trying to assimilate the language from the seemingly unfathomable books written by its developers is that it's more monolithic than philosophical.

Since Smalltalk's unusual programming methodology and the sheer size and scope of the system are daunting to a newcomer, it was intended to provide a two-level approach to programming. Thus, the programmers would write application kits (eg, all the routines you would need to write a program like ASK's *Pozazz*) and then the users (such as teachers) would glue parts from these kits together to form the finished product. In this way Smalltalk would allow very fast prototyping and then permit changes to be implemented very quickly.

Reports of children using Smalltalk have often been exaggerated. Some experimenters have used it successfully with children acting as users in the sense of doing the gluing. Also, the developers themselves conducted experiments with children to discover if a much earlier version of the language than the one now current (Smalltalk-80) was teachable. This earlier version was in many ways simpler, and it was only the basic concepts which the developers were trying to put across, not the whole language. Thus, children had to use Smalltalk language in a set of Logo-like activities relating to squares drawn on the screen.

At the programming level, the Smalltalk philosophy is one of "legalized hacking": you are encouraged to modify or combine existing programs so that they serve your own purpose, rather than to write new programs. This means that there must be a good supply of programs right from the start. To this end, even most of the Smalltalk system itself is available to the programmer who can pinch bits of it as he or she thinks fit. Moreover, the system knows about a larger variety of data types than other programming languages such as Pascal, C and Basic, and has "procedures" built in to carry out actions on them. Thus, Smalltalk comes knowing how to do fundamental operations between arrays (addition, subtraction etc); with a knowledge of fundamental graphics shapes (square, rectangle, etc) and with pre-defined window-generating capabilities.

In Smalltalk, however, data types and the procedures which operate on them are not separated as they are in other languages. Instead, the two are combined together in "objects".

By way of example, suppose that in a Pascal program we had an integer variable representing height and a record variable representing date. Correspondingly, a Smalltalk program might contain two different kinds of objects. One of these could contain not only the current value of the variable height but also the code for each of the procedures allowed to operate on this type of value. These might include procedures to add and subtract heights, for instance. The other object might similarly contain the current value of the variable date and the code for each of the procedures which could operate on one or more date values. These might include working out the number of days between two dates and deciding on which date came first in a given year.

Because of its use of objects, the execution of Smalltalk programs is different from BBC Basic or Pascal. With them, we first define our main program and all the relevant procedures. Nothing actually happens until we run the program, when the procedures are called and the actions they describe are put into effect.

Executing programs in Smalltalk consists of sending "messages". Thus, instead of typing RUN, we might send the message DOIT to some object which is in effect the main program. Returning to our dates example, if now in the course of execution we need to know the number of days between September 29 1987 and the current value of DATE, we send DATE the *days between* message which will then invoke the appropriate message-implementing procedure.

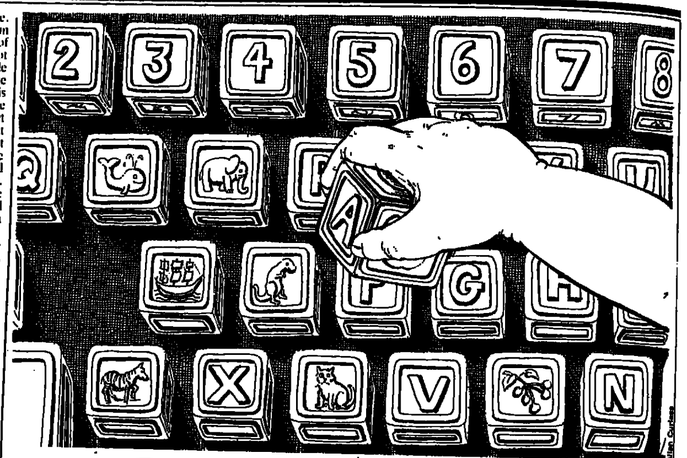
The advantage of this approach is that the higher-level program doesn't use the actual code for the *days between* procedure. Rather, it refers to it only by name. Thus, anyone could modify this code without any other program (or object) which uses the *days between* message having to be changed.

Moreover, many people are familiar with the problem in Basic or Pascal wherein a procedure which adds heights cannot be used to add the contents of two arrays, element by element. Since how to carry out a given message is stored in each object, different kinds of objects can store different kinds of implementations and thus eliminate the need for procedure names like *array add, height add, points add, dates add etc.* In each case we just send the message *add* (or even just +) and leave it to the object to decipher our meaning.

Similar objects belong to what is known as a "class" in Smalltalk. In fact, for fairly obvious reasons of computational efficiency, the methods for similar objects are kept in their class definition. The classes which come supplied with Smalltalk can be modified and/or extended by the programmer. New classes can be defined as sub-classes of existing ones, in which case all objects of the sub-class inherit the properties of the containing class. The body of a method itself looks very similar to a program fragment in any structured language like BBC Basic or Pascal.

The book *A Taste of Smalltalk*, by T Kaehler and D Patterson (W W Norton and Co, New York, 1986), is a helpful guide for coming to grips with the language. Also, the London-based company, Smalltalk Express (tel: 01-200-0220), are selling a *Little Smalltalk* program for XT versions of the IBM PC, the Atari ST, the Apple Macintosh and the Archimedes machine. You get the software free but have to buy the accompanying book at £32.50.

Mike Thorne teaches at the University of Cardiff.



C is for . . ?

TONY SCOTT

A significant aspect of the arrival of the more powerful microcomputers in the educational market place is the support being given to a specific language (C) and a specific operating system (Unix).

The "New Technology for Better Schools" initiative which was announced recently limits the purchase of computers from education support grants to those which are open-ended and MS DOS-compatible, and looks towards C and Unix capabilities. Indeed, it is suggested that educational programs should now be written in C for the same reasons that it is expected that defence programs should be written in the computer language "Ada" – in order to achieve standardization, to enable better and closer contractual management of software production and to get the best out of contemporary computer systems in the area of application.

Teachers who are only encountering the 16- and 32-bit computers for the first time may find it difficult to understand why others feel it necessary to move on from the world of Basic and proprietary operating systems to achieve these objectives. After all, there are some very fast Basic interpreters now, on Acorn Archimedes, RM Nimbus, IBM PC and look-alike machines. BBC Basic itself is available for some of these machines too, and not just those with the Acorn badge.

Basic has been a blight, some would say, on the development of computer education. The problem is that its authors, Kemeny and Kurtz, did such a good job when they invented a system for teaching Dartmouth College students the rudiments of computer programming, that Basic became an end in itself. People forgot that it was a device for supporting the teaching of Fortran and other high-level languages and started using it for real, even if it was not suited to the commercial world of limited space and limited time to run programs.

Why should one bother, after all, with the paraphernalia associated with high-level languages (compilers, editors, loaders, libraries) when Basic provides you with a total environment? The teacher-programmer was happy to write even quite large programs to be processed (slowly by Basic interpreters, and to regard operating systems as collections of calls to machine-code routines which should have been directly accessible from Basic anyway. The lack of restrictions in Basic allowed (lazy) programmers to avoid much consideration of either data structure or program structure.

This malady led to campaigns for the use of "structured" languages in education – the adoption of the language "Coimal" in Danish schools is an example – and to the specification of the BBC partially-structured Basic.

Languages like C, it is argued, provide more control over detailed workings of the computer, and at the same time provide more powerful tools for dealing with data structures and for organising programs and suites of programs into discrete, manageable and testable segments.

What is perhaps most heartening about the climate of opinion which sees application programs being written in C or similarly-powerful languages, rather than Basic, is that it reflects a realization that perhaps the teacher-programmer should not exist anyway: teachers should be concentrating on the specification and evaluation of educational software, and ensuring that each program is part of a properly, thought-out and well-documented educational package. Professional programmers should be using professional tools to produce robust software suitable for use by children.

Nobody is recommending that C should become a "teaching" language in schools, although some might use it in A level computing or in university computer science courses, but people are saying that C is a powerful and suitable tool for writing educational software. Why?

One of the marks of a good C compiler is its ability to take as input the source code ("high-level instructions") which specifies a C compiler (translation program) and is able to output the object code ("machine level instructions") of a (new) C compiler.

This ability to self-compile is no mere party trick. It makes C very easy to set up on a new machine, which means that there are very few machines of any power which do not have C compilers already. There are almost certainly students somewhere porting C to the ones that don't (it is quite a popular undergraduate project). A further consequence is that programs written in C can easily moved from machine to machine. True software portability is an essential goal in the education market, where it is necessary to write off development costs across a limited and fractured market.

One of the most important, and perhaps one of the largest, individual programs written in C is a "multi-user, multi-tasking" operating system called Unix. (An operating system is the set of routines which allow you to use the computer, eg by setting aside space for your programs.) Apart from around 1,000 machine instructions which have to be re-written by hand for each new computer, the operating systems can quite simply be transferred to the new machine.

Unix is an operating system which people either love or hate, with the loyalty of the devotees sometimes bordering on the fanatical. The Unix community, for such as they are, will go to great lengths to help newcomers come to grips with the system and its idiosyncrasies, and there is a very active electronic conference, USENET, within which detailed questions are asked and answered, to supplement the on-line manuals and teaching aids often provided on the larger, time-sharing Unix facilities. (There are about 8,000 Unix installations worldwide.)

As well as portability, a successful computer software system needs to provide its users with a vocabulary and style in which to talk and think easily about data structures and algorithms. Part of the philosophy adopted by Kernighan and Richie, the authors of C, and which the Unix environment also reflects, is that programmers are able to write short programs, often single procedures, and build up a repertoire of useful functions which should be shared with other users through a library mechanism. Very often these libraries, or modules within them, are placed within the public domain.

The sharing of modules and programs is enhanced in Unix by the ability to direct the output of one program to be the input of another, rather than sending it to a screen, file or printer. This means that named sequences of short C programs can be added as functions to the 200 or so which comprise the basic system.

C programs can be very efficient, so there is no need to get involved in the assembly language of a particular computer model. Also, because the language is designed from the outset to be compact and not dependent on any specific machine, file handling is not poart of the language, nor are input and output. These areas are handled through the mechanism of a "standard I/O library" which is implemented fairly consistently across sites and versions.

Writing in C, or reading what someone else has written, will obviously not be so straightforward as writing in Basic, with its line numbers, built-in editor and specific data structures. The Basic programmer will probably find it easy to adjust to the differences in syntax (A=A+1 in Basic, ++ A in C; A=A+B in Basic, A += B in C) but harder to adjust to the more direct control over the location of data in the machine. C allows programmers to build up their own common data structures, and to write reasonably straightforward code to handle those structures.

The C approach to the creation and sharing of a collection of software tools fits well into the education environment, and the next few years are bound to see the production of sets of modules for handling inputs from mice and concept keyboards, for the management of window environments, and for the sophisticated analysis of user responses.

There can never be a universal computer language which is "the best" solution no matter what the problem, nor can there be such a thing as the "ideal" operating system. The C/Unix combination, however, offers many advantages as a *lingua franca* in educational computing.

Tony Scott is advisory teacher for information technology for the London Borough of Croydon.

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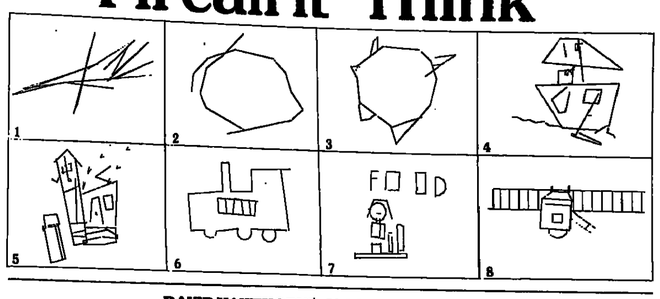
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LANGUAGES

I'll call it 'Think'

DAVID HAWTHORNE, JACQUELYN WALTERS



Vicky, Helen and Rachel are three eight-year-old girls. A year ago, while they were in the last year of their first school education, they had their first encounter with a computer. During that time we observed their achievements, and those of their friends, as they investigated the computer world of Logo through the floor turtle and, later, through screen turtles.

The floor turtle is a small robot, a cybernetic animal, which can be controlled through the computer and Logo is the computer language which children use to instruct and communicate with it. At first, these instructions are very simple and involve making the turtle move across the floor in a straight line or making the turtle pivot so that it is facing in a new direction.

The first introduction to the turtle for Vicky and the other children is to make it move by typing simple instructions such as FORWARD or BACK. The turtle, like people, needs to be told how far to move forward or back. The children intuitively identify with its physical nature and often play at "being turtle". They program each other to behave like the turtle and thereby further their mathematical learning.

In Papert's words, the turtle is "a good carrier of learning mathematics with one's body". Later on, as the children's understanding of the relationship between their own physical movements and the rules of formal geometry grows, they transfer from the concrete experience of turtling on the floor to programming abstract turtles on the computer screen.

For Vicky, Helen and Rachel the world of school geometry is still uncharted and the language of degrees, right angles and polygons is completely unfamiliar. Formal geometry would not usually be introduced to them in their school mathematics for another two years at least. Yet as we will see, they will discover for themselves that a turn of 90 degrees does indeed produce a square corner and that, through teaching, they will begin to explore the world of polygons.

In their first encounter with the turtle, however, they begin tentatively by telling it to move forward only short distances: FORWARD 5 and then FORWARD 7 and so on.

One of the girls kneels down to look at the turtle as if to examine it and exclaims that it has a pen inside it. Immediately, they demand to know what the command to drop the pen is. This time FORWARD 5 produces a strong black line on the floor paper. The distances increase until the turtle reaches the edge of the paper. It is necessary to program it to turn round.

Go left, says Vicky. Although they have been programming the turtle to go forward in large steps such as FORWARD 30 they revert in their turtle turns to low numbers like 5. The turtle pivots, but only slightly. The children type LEFT 7 and again the turtle turns only a small amount.

For some reason, they do not feel comfortable about trying any of the high numbers they were using to move the turtle forward. It is as if, for the moment, the rules which they have established for forward motion do not apply to pivotal motion, that while the number 30 preceded by the command FORWARD moves the turtle a long way, the same logic need not necessarily be applied to turning.

Although the children could repeatedly tell the turtle to turn left 5 degrees until it was facing across the paper again (and doing it this way would have given them a different insight into turtle geometry) they chose, instead, a different solution. After turning the turtle slightly to the left, they type BACK 30. This strategy then forms the basis for moving round the paper until, almost at the end of their time with the turtle, one of the girls commands it to turn left 70.

Their turtle drawing (figure 1) reveals a common occurrence in children's first experiences with Logo and that is the need to experiment with the turtle and so take control of it. They must therefore be given time to discover what they can make the turtle do, to become familiar with its world and to explore its physical abilities.

Two days after their first encounter with Logo, Vicky and her two friends have their second session with the computer. This time they set themselves a problem – to program the turtle to draw itself. It is going to be a view of the turtle from the side (figure 2). They start on the left side of the paper and move forwards. The next action is an angle turn which is much more adventurous than anything we saw in their first session.

As they continue to draw the outline of the turtle each line increases in length and a spiral begins to take shape on the paper. To the girls, however, it is the shape of a turtle not a spiral.

They are quite precise about the distance of each line and the angle of each turn, programming the turtle in stages, so that it arrives at its intended position. Their sense of control has increased dramatically since their first session. At one point, they program the turtle to go too far and they reverse it until they are happy with the length of the line. Their conversation, which is full of phrases like "Make it turn more", "Tell it to go 10" and "Back 20", reveals an increasingly authoritative attitude towards the computer and a confidence in themselves as motivators responsible for each action.

When they have successfully drawn the outline of the turtle they are unhappy with the results. "It didn't work properly," they say and announce that, the next time, they are "going to improve it". We do not ask them what they mean by "it" but it is unlikely they mean the turtle. It is more probable that they are referring to the idea of a program.

The concept of a program and programming has not been mentioned before and this is one of the first clear indications we have that they are aware of the nature of communication between themselves and the computer.

For Vicky and her group the next opportunity to "improve" their turtle shape comes 12 days later. Their first problem is where to place the turtle on the paper to begin drawing. The discussion is prolonged and at times heated. Each of the girls has her own mental picture of the new shape and Vicky, who comes across as being the most confident about her idea, persuades the other two to adopt her shape.

Instead of drawing another side view of the turtle, they will attempt to program a view from above (figure 3). They instruct the turtle to draw the body of the turtle as one distinct and enclosed shape which has strong similarities to their previous effort, including the same stubby nose.

This time, however, they have higher ambitions than just drawing round their shape. By lifting the pen and programming the turtle to a different point on the turtle shape's body, they draw the four legs. When the last leg is finished they tell the turtle to lift its pen and move across to the nose. They want to draw a pair of eyes and they take a long time manoeuvring it into the precise position.

When all the girls are agreed, they draw the eyes by dropping and lifting the pen so that a blob appears on the paper. Helen wants to make the eyes bigger. Before she can articulate the concept of curves the school day ends.

At the start of their next session, some 12 days later, the girls decide to program a sailing boat (figure 4). One reason for drawing a yacht apparently, is "because it is straight lines, not curves". Clearly, their thoughts about the eye of the turtle as a circle has not convinced them that either it is impossible to draw curved shapes or that it is too difficult.

Their previous drawing showed an intellectual progression from a continuous line drawing to a shape built from several distinctive elements. Whereas the turtle shape had three elements (the body, the legs and the eyes) the yacht has at least six.

It is not only a very much more complex shape, it is also a bold and adventurous program. Several elements such as the anchor and the porthole are drawn inside other elements, in this case the outline of the yacht's hull. The construction of turtle shapes from separate elements creates strong foundations for procedural thinking. Later on in the year, some of the children will begin to write their programs as procedures and to embed procedures within procedures.

Within the yacht shape there are also what appear to be three square shapes, the zero in the sail number, the anchor hole and the cabin on the deck. (None of the angles in these "squares" is 90 degrees, the squareness has been achieved by turning the turtle until it is pointing in the right direction.)

In the cabin there is an unfinished window which has six sides and has a crude likeness to a curve. This idea may have come from the spiral shape of the turtle in their first Logo session. The girls make a mistake in its construction and so they change its meaning. Instead of being a cabin, it becomes the Iron Man's head being taken on a journey. Thus, in one imaginative leap, a mistake becomes an idea.

It is one of the hallmarks of Logo that those actions which children define as "mistakes" can be positive and creative. There is no feeling of failure or rejection.

In the girls' next turtle session, which lasts four hours, they draw a church (figure 5). Recalling the difficulties they had agreeing a shape for the yacht, Vicky draws a rough design to show the others what she has in mind. Like the yacht, the shape of the church grows in complexity from a series of shapes. A door is added, and then a door handle. Steps lead up to the door, there are gravestones in the foreground. Birds fly around the steeple. In which there is a bell.

While constructing the bell, the girls discuss the possibility of drawing a curve. Although Helen says she can't see why they shouldn't be able to do it, nobody knows how.

During this long session, the girls' stamina flags and revives. At one point, Helen and Vicky wander off and discuss what they hope to get for Christmas. Rachel remains working on the computer, showing a confidence and a concentration we have not seen before in any of her class work. Towards the end of the session, Vicky rejoins Rachel and Helen asks if she can go and do her maths. Afterwards, Rachel and Vicky refuse to talk about their picture until they have collected Helen. Although the three girls no longer seem to work well together, their identity as a group remains.

The three friends are finding it increasingly difficult to communicate. Each girl wants to develop her own ideas without reference to the others. Many of the decisions are taken without discussion and the two who are observing are left to interpret what is happening. Consequently, there is a growing antagonism at the computer. Although they agree to take equal turns at the keyboard, each is loathe to relinquish it.

The need for each child to work on her own, through choice, is apparent. Our former ideas about the importance of group work and group discussion need now to change in recognition of the evolving needs of the three girls. Although most of the children in the class enjoy being able to exchange ideas, several of them prefer to work alone, choosing company only when they wish to demonstrate their ideas or discoveries.

It is interesting to see how quickly programming becomes a subjective and highly personal activity. Like all creative work, it belongs to the person who makes it happen and like all learning, it is highly individualistic.

Logo encourages children to be creative; it is essentially an environment for thinking and for expression and people who are creative are more likely to be independent in judgement and to go against group opinion. They are also more resourceful and more adventurous.

For Vicky, the freedom to decide that she would prefer to work alone means that she can concentrate on her ideas about how curves might be constructed. In her next work, which is a drawing of a train (figure 6), she produces an acceptable solution to the problem of the train wheels by instructing the turtle through a series of 30 degree angle turns. She will use her newly formulated theory about curves when, later, she decides to draw a curved letter "D" in the word "FOOD". She then extends her theory to produce the head of a girl in the form of a circle by programming the turtle to draw a 12 equal-sided polygon with an angle turn of 30 degrees (figure 7).

Her next piece of work, which is done with a screen turtle instead of the floor turtle, is a drawing of a gipsy cart with a fence behind (figure 8). When she comes to drawing the wheel, she adapts her theory about curves to produce a much finer curve. The outline of the carriage is a perfect square, as is the window inside, and the fencing behind is a regular pattern of fence poles at 90 degree angles.

While the fence, the curved wheel and the squares are programmed in small steps, Vicky has unconsciously created an opportunity for using repeated loops within her programming. At a more sophisticated level, there is an opportunity here to use variables, a need which Vicky has not yet defined. By creating these opportunities, she prepares the direction and pace of her own learning.

By working with the turtle abstract, mathematical ideas are made real to children. The physical experience of constructing programs for the turtle not only helped Vicky establish a highly personal involvement with mathematics and aesthetics but it enabled her to become conscious of her thinking. Her awareness of herself as a designer and inventor of ideas was most clearly expressed when, in her last term at the infants' school, her work took her into the powerful area of building and embedding procedures. She had planned to make her very first procedure drawing a circle on the screen. As she sat down at the computer, she paused before giving the procedure a name and, turning round, said, "I'll call it 'Think'".

David Hawthorne is a former educational computing development officer for Buckinghamshire. Jacquelyn Walters teaches in Chalfont St Peters First School.

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Gluing kit

MIKE THORNE

In recent months, the language Smalltalk has surfaced as one of the major computer-based educational research tools. Also, the price of an IBM AT compatible – the smallest computer on which a complete implementation of Smalltalk can be run – has come down to around £1,500. It follows that more and more educationists will want to try the language, many of them in the hope we all have of uncovering the computing equivalent to the philosopher's stone.

Most people's first opinion after a few hours spent trying to assimilate the language from the seemingly unfathomable books written by its developers is that it's more monolithic than philosophical.

Since Smalltalk's unusual programming methodology and the sheer size and scope of the system are daunting to a newcomer, it was intended to provide a two-level approach to programming. Thus, the programmers would write application kits (eg, all the routines you would need to write a program like ASK's *Pazazz*) and then the users (such as teachers) would glue parts from these kits together to form the finished product. In this way Smalltalk would allow very fast prototyping and then permit changes to be implemented very quickly.

Reports of children using Smalltalk have often been exaggerated. Some experimenters have used it successfully with children acting as users in the sense of doing the gluing. Also, the developers themselves conducted experiments with children to discover if a much earlier version of the language than the one now current (Smalltalk-80) was teachable. This earlier version was in many ways simpler, and it was only the basic concepts which the developers were trying to put across, not the whole language. Thus, children had to use Smalltalk language in a set of Logo-like activities relating to squares drawn on the screen.

At the programming level, the Smalltalk philosophy is one of "legalized hacking": you are encouraged to modify or combine existing programs so that they serve your own purpose, rather than to write new programs. This means that there must be a good supply of programs right from the start. To this end, even most of the Smalltalk system itself is available to the programmer who can pinch bits of it as he or she thinks fit. Moreover, the system knows about a larger variety of data types than other programming languages such as Pascal, C and Basic, and has "procedures" built in to carry out actions on them. Thus, Smalltalk comes knowing how to do fundamental operations between arrays (addition, subtraction etc), with a knowledge of fundamental graphics shapes (square, rectangle, etc) and with pre-defined window-generating capabilities.

In Smalltalk, however, data types and the procedures which operate on them are not separated as they are in other languages. Instead, the two are combined together in "objects".

By way of example, suppose that in a Pascal program we had an integer variable representing height and a record variable representing date. Correspondingly, a Smalltalk program might contain two different kinds of objects. One of these could contain not only the current value of the variable height but also the code for each of the procedures allowed to operate on this type of value. These might include procedures to add and subtract heights, for instance. The other object might similarly contain the current value of the variable date and the code for each of the procedures which could operate on one or more date values. These might include working out the number of days between two dates and deciding on which date came first in a given year.

Because of its use of objects, the execution of Smalltalk programs is different from BBC Basic or Pascal. With them, we first define our main program and all the relevant procedures. Nothing actually happens until we run the program, when the procedures are called and the actions they describe are put into effect.

Executing programs in Smalltalk consists of sending "messages". Thus, instead of typing RUN, we might send the message DOIT to some object which is in effect the main program. Returning to our dates example, if now in the course of execution we need to know the number of days between September 29 1987 and the current value of DATE, we send DATE the *days between* message which will then invoke the appropriate message-implementing procedure.

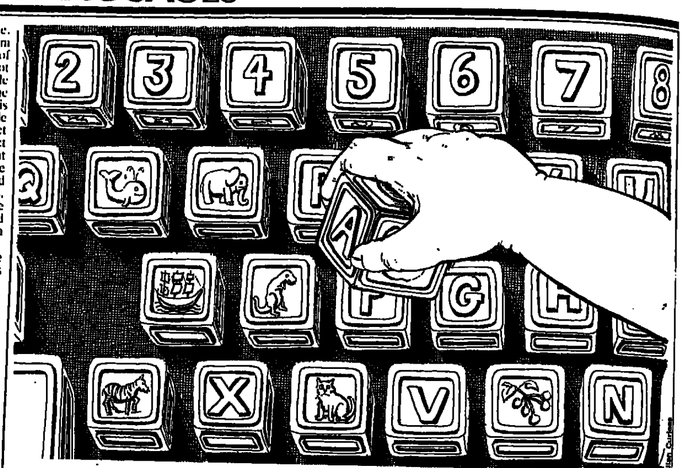
The advantage of this approach is that the higher-level program doesn't use the actual code for the *days between* procedure. Rather, it refers to it only by name. Thus, anyone could modify this code without any other program (or object) which uses the *days between* message having to be changed.

Moreover, many people are familiar with the problem in Basic or Pascal wherein a procedure which adds heights cannot be used to add the contents of two arrays, element by element. Since how to carry out a given message is stored in each object, different kinds of objects can store different kinds of implementations and thus eliminate the need for procedure names like *array add, height add, points add, dates add etc.* In each case we just send the message *add* (or even just +) and leave it to the object to decipher our meaning.

Similar objects belong to what is known as a "class" in Smalltalk. In fact, for fairly obvious reasons of computational efficiency, the methods for similar objects are kept in their class definition. The classes which come supplied with Smalltalk can be modified and/or extended by the programmer. New classes can be defined as sub-classes of existing ones, in which case all objects of the sub-class inherit the properties of the containing class. The body of a method itself looks very similar to a program fragment in any structured language like BBC Basic or Pascal.

The book *A Taste of Smalltalk*, by T Kaehler and D Patterson (W W Norton and Co, New York, 1986), is a helpful guide for coming to grips with the language. Also, the London-based company, Smalltalk Express (tel: 01-200-0220), are selling a *Little Smalltalk* program for XT versions of the IBM PC, the Atari ST, the Apple Macintosh and the Archimedes machine. You get the software free but have to buy the accompanying book at £32.50.

Mike Thorne teaches at the University of Cardiff.



C is for . . ?

TONY SCOTT

A significant aspect of the arrival of the more powerful microcomputers in the educational market place is the support being given to a specific language (C) and a specific operating system (Unix).

The "New Technology for Better Schools" initiative which was announced recently limits the purchase of computers from education support grants to those which are open-ended and MS DOS-compatible, and looks towards C and Unix capabilities. Indeed, it is suggested that educational programs should now be written in C for the same reasons that it is expected that defence programs should be written in the computer language "Ada" – in order to achieve standardization, to enable better and closer contractual management of software production and to get the best out of contemporary computer systems in the area of application.

Teachers who are only encountering the 16- and 32-bit computers for the first time may find it difficult to understand why others feel it necessary to move on from the world of Basic and proprietary operating systems to achieve these objectives. After all, there are some very fast Basic interpreters now on Acorn Archimedes, RM Nimbus, IBM PC and look-alike machines. BBC Basic itself is available for some of these machines too, and not just those with the Acorn badge.

Basic has been a blight, some would say, on the development of computer education. The problem is that its authors, Kemeny and Kurtz, did such a good job when they invented a system for teaching Dartmouth College students the rudiments of computer programming, that Basic became an end in itself. People forgot that it was a device for supporting the teaching of Fortran and other high-level languages and started using it for real, even if it was not suited to the commercial world of limited space and limited time to run programs.

Why should one bother, after all, with the paraphernalia associated with high-level languages (compilers, editors, loaders, libraries) when Basic provides you with a total environment? The teacher-programmer was happy to write even quite large programs to be processed (slowly by Basic interpreters, and to regard operating systems as collections of calls to machine-code routines which should have been directly accessible from Basic anyway. The lack of restrictions in Basic allowed (lazy) programmers to avoid much consideration of either data structure or program structure.

This malady led to campaigns for the use of "structured" languages in education – the adoption of the language "Comal" in Danish schools is an example – and to the specification of the BBC partially-structured Basic.

Languages like C, it is argued, provide more controls over detailed workings of the computer, and at the same time provide more powerful tools for dealing with data structures and for organizing programs and suites of programs into discrete, manageable and testable segments.

What is perhaps most heartening about the climate of opinion which sees application programs being written in C or similarly-powerful languages, rather than Basic, is that it reflects a realization that perhaps the teacher-programmer should not exist anyway: teachers should be concentrating on the specification and evaluation of educational software, and ensuring that each program is part of a properly thought-out and well-documented educational package. Professional programmers should be using professional tools to produce robust software suitable for use by children.

Nobody is recommending that C should become a "teaching" language in schools, although some might use it in A level computing or in university computer science courses, but people are saying that C is a powerful and suitable tool for writing educational software. Why?

One of the marks of a good C compiler is its ability to take as input the source code ("high-level instructions") which specifies a C compiler (translation program) and is able to output the object code ("machine level instructions") of a (new) C compiler.

This ability to self-compile is no mere party trick. It makes it very easy to set up on a new machine, which means that there are very few machines of any power which do not have C compilers already. There are almost certainly students somewhere porting C to the ones that don't (it is quite a popular undergraduate project). A further consequence is that programs written in C are easily moved from machine to machine. True software portability is an essential goal in the education market, where it is necessary to write off development costs across a limited and fractured market.

One of the most important, and perhaps one of the largest, individual programs written in C is a "multi-user, multi-tasking" operating system called Unix. (An operating system is the set of routines which allow you to use the computer, eg by setting aside space for your programs.) Apart from around 1,000 machine instructions which have to be re-written by hand for each new computer, the operating systems can quite simply be transferred to the new machine.

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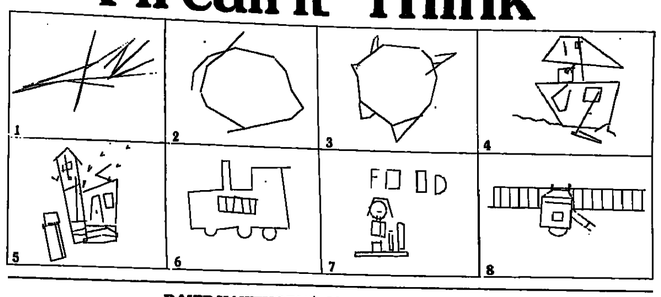
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I'll call it 'Think'



DAVID HAWTHORNE, JACQUELYN WALTERS

Vicky, Helen and Rachel are three eight-year-old girls. A year ago, while they were in the last year of their first school education, they had their first encounter with a computer. During that time we observed their achievements, and those of their friends, as they investigated the computer world of Logo through the floor turtle and, later, through screen turtles.

The floor turtle is a small robot, a cybernetic animal, which can be controlled through the computer and Logo is the computer language which children use to instruct and communicate with it. At first, these instructions are very simple and involve making the turtle move across the floor in a straight line or making the turtle pivot so that it is facing in a new direction.

The first introduction to the turtle for Vicky and the other children is to make it move by typing simple instructions such as FORWARD or BACK. The turtle, like people, needs to be told how far to move forward or back. The children intuitively identify with its physical nature and often play at "being turtle". They program each other to behave like the turtle and thereby further their mathematical learning.

In Papert's words, the turtle is "a good carrier of learning mathematics with one's body". Later on, as the children's understanding of the relationship between their own physical movements and the rules of formal geometry grows, they transfer from the concrete experience of turtling on the floor to programming abstract turtles on the computer screen.

For Vicky, Helen and Rachel the world of school geometry is still uncharted and the language of degrees, right angles and polygons is completely unfamiliar. Formal geometry would not usually be introduced to them in their school mathematics for another two years at least. Yet as we will see, they will discover for themselves that a turn of 90 degrees does indeed produce a square corner and that, through turtling, they will begin to explore the world of polygons.

In their first encounter with the turtle, however, they begin tentatively by telling it to move forward only short distances: FORWARD 5 and then FORWARD 7 and so on.

One of the girls kneels down to look at the turtle as if to examine it and exclaims that it has a pen inside it. Immediately, they demand to know what the command to drop the pen is. This time FORWARD 5 produces a strong black line on the floor paper. The distances increase until the turtle reaches the edge of the paper. It is necessary to program it to turn round.

Go left, says Vicky. Although they have been programming the turtle to go forward in large steps such as FORWARD 30 they revert in their turtle turns to low numbers like 5. The turtle pivots, but only slightly. The children type LEFT 7 and again the turtle turns only a small amount.

For some reason, they do not feel comfortable about trying any of the high numbers they were using to move the turtle forward. It is as if, for the moment, the rules which they have established for forward motion do not apply to pivotal motion, that while the number 30 preceded by the command FORWARD moves the turtle a long way, the same logic need not necessarily be applied to turning.

Although the children could repeatedly tell the turtle to turn left 5 degrees until it was facing across the paper again (and doing it this way would have given them a different insight into turtle geometry) they choose, instead, a different solution. After turning the turtle slightly to the left, they type BACK 30. This strategy then forms the basis for moving round the paper until, almost at the end of their time with the turtle, one of the girls commands it to turn left 70.

Their turtle drawing (figure 1) reveals a common occurrence in children's first experiences with Logo and that is the need to experiment with the turtle and so take control of it. They must therefore be given time to discover what they can make the turtle do, to become familiar with its world and to explore its physical abilities.

Two days after their first encounter with Logo, Vicky and her two friends have their second session with the computer. This time they set themselves a problem – to program the turtle to draw itself. It is going to be a 2-D view of the turtle from the side (figure 2). They start on the left side of the paper and move forwards. The next action is an angle turn which is much more adventurous than anything we saw in their first session.

As they continue to draw the outline of the turtle each line increases in length and a spiral begins to take shape on the paper. To the girls, however, it is the shape of a turtle not a spiral.

They are quite precise about the distance of each line and the angle of each turn, programming the turtle in stages, so that it arrives at its intended position. Their sense of control has increased dramatically since their first session. At one point, they program the turtle to go too far and they reverse it until they are happy with the length of the line. Their conversation, which is full of phrases like "Make it turn more", "Tell it to go 10" and "Back 20", reveals an increasingly authoritative attitude towards the computer and a confidence in themselves as motivators responsible for each action.

When they have successfully drawn the outline of the turtle they are unhappy with the results. "It didn't work properly," they say and announce that, the next time, they are "going to improve it". We do not ask them what they mean by "it" but it is unlikely they mean the turtle. It is more probable that they are referring to the idea of a program.

The concept of a program and programming has not been mentioned before and this is one of the first clear indications we have that they are aware of the nature of communication between themselves and the computer.

For Vicky and her group the next opportunity to "improve" their turtle shape comes 12 days later. Their first problem is where to place the turtle on the paper to begin drawing. The discussion is prolonged and at times heated. Each of the girls has her own mental picture of the new shape and Vicky, who comes across as being the most confident about her idea, persuades the other two to adopt her shape.

Instead of drawing another side view of the turtle, they will attempt to program a view from above (figure 3). They instruct the turtle to draw the body of the turtle as one distinct and enclosed shape which has strong similarities to their previous effort, including the same stubby nose.

This time, however, they have higher ambitions than just drawing round their shape. By lifting the pen and programming the turtle to a different point on the turtle shape's body, they draw the four legs. When the last leg is finished they tell the turtle to lift its pen and move across to the nose. They want to draw a pair of eyes and they take a long time manoeuvring it into the precise position.

When all the girls are agreed, they draw the eyes by dropping and lifting the pen so that a blob appears on the paper. Helen wants to make the eyes bigger. Before she can articulate the concept of curves the school day ends.

At the start of their next session, some 12 days later, the girls decide to program a sailing boat (figure 4). One reason for drawing a yacht apparently, is "because it is straight lines, not curves". Clearly, their thoughts about the eye of the turtle as a circle has convinced them that either it is impossible to draw curved shapes or that it is too difficult.

Their previous drawing showed an intellectual progression from a continuous line drawing to a shape built from several distinctive elements. Whereas the turtle shape had three elements (the body, the legs and the eyes) the yacht has at least six.

It is not only a very much more complex shape, it is also a bold and adventurous program. Several elements such as the anchor and the porthole are drawn inside other elements, in this case the outline of the yacht's hull. The construction of turtle shapes from separate elements creates strong foundations for procedural thinking. Later on in the year, some of the children will begin to write their programs as procedures and to embed procedures within procedures.

Within the yacht shape there are also what appear to be three square shapes, the zero in the sail number, the anchor hole and the cabin on the deck. (None of the angles in these "squares" is 90 degrees, the squareness has been achieved by turning the turtle until it is pointing in the right direction.)

In the cabin there is an unfinished window which has six sides and has a crude likeness to a curve. This idea may have come from the spiral shape of the turtle in their first Logo session. The girls make a mistake in its construction and so they change its meaning. Instead of being a cabin, it becomes the Iron Man's head being taken on a journey. Thus, in one imaginative leap, a mistake becomes an idea.

It is one of the hallmarks of Logo that those actions which children define as "mistakes" can be positive and creative. There is no feeling of failure or rejection.

In the girls' next turtle session, which lasts four hours, they draw a church (figure 5). Recalling the difficulties they had agreeing a shape for the yacht, Vicky draws a rough design to show the others what she has in mind. Like the yacht, the shape of the church grows in complexity from a series of shapes. A door is added, and then a door handle. Steps lead up to the door, there are gravestones in the foreground. Birds fly around the steeple in which there is a bell.

While constructing the bell, the girls discuss the possibility of drawing a curve. Although Helen says she can't see why they shouldn't be able to do it, nobody knows how.

During this long session, the girls' stamina flags and revives. At one point, Helen and Vicky wander off and discuss what they hope to get for Christmas. Rachel remains working on the computer, showing a confidence and a concentration we have not seen before in any of her class work. Towards the end of the session, Vicky rejoins Rachel and Helen asks if she can go and do her maths. Afterwards, Rachel and Vicky refuse to talk about their picture until they have collected Helen. Although the three girls no longer seem to work well together, their identity as a group remains.

The three friends are finding it increasingly difficult to communicate. Each girl wants to develop her own ideas without reference to the others. Many of the decisions are taken without discussion and the two who are observing are left to interpret what is happening. Consequently, there is a growing antagonism at the computer. Although they agree to take equal turns at the keyboard, each is loathe to relinquish it.

The need for each child to work on her own, through choice, is apparent. Our former ideas about the importance of group work and group discussion need now to change in recognition of the evolving needs of the three girls. Although most of the children in the class enjoy being able to exchange ideas, several often prefer to work alone, choosing company only when they wish to demonstrate their ideas or discoveries.

It is interesting to see how quickly programming becomes a subjective and highly personal activity. Like all creative work, it belongs to the person who makes it happen and like all learning, it is highly individualistic.

Logo encourages children to be creative; it is essentially an environment for thinking and for expression and people who are creative are more likely to be independent in judgement and to go against group opinion. They are also more resourceful and more adventurous.

For Vicky, the freedom to decide that she would prefer to work alone means that she can concentrate on her ideas about how curves might be constructed. In her next work, which is a drawing of a train (figure 6), she produces an acceptable solution to the problem of the train wheels by instructing the turtle through a series of 30 degree angle turns. She will use her newly formulated theory about curves when, later, she decides to draw a curved letter "O" in the word "FOOD". She then extends her theory to produce the head of a girl in the form of a circle by programming the turtle to draw a 12 equal-sided polygon with an angle turn of 30 degrees (figure 7).

Her next piece of work, which is done with a screen turtle instead of the floor turtle, is a drawing of a gipsy cart with a fence behind (figure 8). When she comes to drawing the wheel, she adapts her theory about curves to produce a much finer curve. The outline of the carriage is a perfect square, as is the window inside, and the fencing behind is a regular pattern of fence poles at 90 degree angles.

While the fence, the curved wheel and the squares are programmed in small steps, Vicky has unconsciously created an opportunity for using repeated loops within her programming. At a more sophisticated level, there is an opportunity here to use variables, a need which Vicky has not yet defined. By creating these opportunities, she prepares the direction and pace of her own learning.

By working with the turtle abstract, mathematical ideas are made real to children. The physical experience of constructing programs for the turtle not only helped Vicky establish a highly personal involvement with mathematics and aesthetics but it enabled her to become conscious of her thinking. Her awareness of herself as a designer and inventor of ideas was most clearly expressed when, in her last term at the infants' school, her work took her into the powerful area of building and embedding procedures. She had planned to make her very first procedure drawing a circle on the screen. As she sat down at the computer, she paused before giving the procedure a name and, turning round, said, "I'll call it 'Think'".

David Hawthorne is a former educational computing development officer for Buckinghamshire. Jacquelyn Walters teaches in Chalfont St Peters First School.

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Intelligent CAL systems

Hitting the target

MIKE THORNE

What upset some researchers about the Microelectronics Education Programme was that, during its short lifetime, it couldn't wait for its decision making or products to be informed by the results of research. As we do it now, research isn't able to keep up with the speed of technological change unless very long-term projects are undertaken. Now that MEP has gone forever and the Microelectronics Education Support Unit has taken over with a brief to benefit from what exists rather than to create afresh, the responsibility for innovation is firmly back with the researchers. And they are all talking about "intelligent" CAL (computer assisted learning).

Intelligent CAL (ICAL) systems usually embody components representing the content to be taught or learned, a teaching strategy, and a mechanism for understanding what the student does or does not know. By dint of verbal trickery, Microworlds like those you can create with Logo are included too. In that case you are provided with an environment in which you can study a system as intelligently as a scientist studies the physical world: Microworlds do not teach and they do not provide instruction.

As someone once said, "if you want to become an expert archer, you practise archery. Suppose you shoot an arrow at a target and the arrow is wide to the left. The target doesn't yell 'Hey, more to the right!' Rather, you judge the efficacy of your procedures by their results and modify them accordingly".

This nice characterization of Logo-like systems is contained in a new book which ought to be on the shelf of everyone interested in ICAL: *Artificial Intelligence and Instruction: Applications and Methods*, edited by Greg Kearsley and published earlier this year by Addison Wesley.

It contains a dozen chapters, mostly by American researchers, detailing some of the most exciting US work in the field, by no means as alien to the UK educational culture as you might think. There are chapters on the training applications of ICAL, on how to construct ICAL systems and one disappointingly dry survey (chapter two) on whether ICAL is something new or not. However, chapter three sets the standard for the rest of the book in its exemplary exposition of *Proust*.

Proust is a computer program which can be used to find errors of logic in Pascal programs written by beginners. Thus, the input to *Proust* is a student's attempt at a programming exercise, the output is a list of all the "bugs" the attempt contains together with suggestions as to how each bug could be corrected – and even reasons why the student made that error in the first place.

Just in case this sounds too good to be true, *Proust*'s Yale University-based authors claim that it is capable of identifying correctly all of the bugs in over 70 per cent of the programs students write. The only small print, so to speak, is that the problem the student works on must be the one known to *Proust*. (Not that this places any major restrictions on the sort of exercise beginners are normally given.)

Proust was originally written in a dialect of the Lisp programming language and contains roughly 15,000 lines of code, originally designed to run on the powerful VAX mini-computer. More recently, a cut-down version has been written for the IBM PC. The cut-down version is restricted in that it cannot recognize a certain variety of especially tricky bugs.

Given that a particular student may solve a programming problem in any one of a number of ways, and that his or her program may possibly contain several different types of bugs, how does *Proust* work? This is where the "intelligence" comes into the CAL: *Proust* knows about each programming problem and knows how to write programs of the type it works with. It can therefore make hypotheses about the method a student programmer is trying to use and, if there is a bug, use its database of common bugs to try to explain the error.

The ultimate goal of *Proust*'s developers is to build an entire programming curriculum around it, which gives programming assignments to the students, reads over their work, and gives them helpful suggestions. Extending the concepts of *Proust* to parts of the non-programming curriculum has yet to be attempted. When, as in programming, the students' goal is very well defined, this would not appear to be a comparatively big step. But amassing the intelligence inside a computer which will set and mark an English essay for a class remains the philosophers' stone.

One "unstructured" domain in which intelligent CAL can help, however, is that in which students have to make arbitrary choices. For example, when asked in mathematics to transform

$$\frac{\tan x}{1+\tan^2 x}$$

into an expression involving only sines, which of those substitution tricks none of us can remember after leaving school do you use?

Also in Kearsley's book, Derek Sleeman of the University of Aberdeen describes three systems which encourage students to explore different possibilities when no well-defined algorithm exists for making a choice. For example, there is no clever "algorithm" to find values which the letters S,E,N,D,M,O,R,Y stand for if

SEND
MORE
MONEY

would represent a correct addition sum with the letters replaced by corresponding values. The solution must be obtained by trying the possibilities, though the intelligent solver will realize quickly when a possibility is leading to a dead end.

Sleeman calls a system which enables students to think more readily of all the possible transformations appropriate to the task and which persuades them to systematically explore all possible routes to a solution, a Problem Solving Monitor (PSM).

One sort of shell – *Micro Search* – which allows Problem Solving Monitors to be constructed easily has been implemented on an IBM PC using the Lisp programming language. In one of its example applications, users had to carry out trigonometrical transformation tasks like that above. At each stage, this PSM could give the student a list of possible transformations and ask for one to be selected. The list was:

1. TAN X → 1/(COT X)
2. A/(COS X) → A * (SEC X)
3. COT X → (COS X)/(SIN X)
4. TAN X → (SIN X)/(COS X)
5. A + A → 2 * A
6. 1 * A → A
7. A/1 → A
8. A/(B/C) → (A * C)/B

Having selected a transformation, if that particular one wouldn't do the trick, the PSM could be asked to display what the net result of working with that one would be.

As a next stage in the research, Sleeman would like *Micro Search* to be tried out in several classrooms under controlled conditions to determine the relative effectiveness of teaching trigonometric transformations conventionally versus making the search explicit. In such an experiment, *Micro Search* might be used as a teacher's demonstration aid or by the pupils.

From these few examples, at least, it may be inferred that ICAL research isn't after all, a million miles away from the chalkface. And now that the rate of progress has slowed post-MEP, it may be that those in favour of grassroots development of CAL and the more traditional researchers will come to distrust each other rather less than TV programmes like *The Learning Machine* indicated.

Curate's eggs

Microcomputers and Education: The 86th Yearbook of the National Society for the Study of Education – Part 1. Edited by Jack A Culbertson and Luvern L Cunningham.
University of Chicago Press £18.75. 0 07 75762

This is a hefty tome with a plain cover, close print and a textbook feel about it which is likely to deter all but the most committed reader. For the most part the text lives up to the promise on its cover!

The chapters, all written by different authors, are presented in three sections. The first, entitled "Computers and the Education Program", is by far the most interesting. For example, chapter two analyses the curriculum change likely to be brought about by the use of micros in education. The visions of the impassioned advocates of computer-based education are starkly contrasted with the realities prevailing in an education system which is inherently conservative. While the account is based on American experience it closely mirrors what has happened in Britain.

Chapters three and five are also very stimulating. Chapter three is the report of a programme of research exploring the learning outcomes and changes to classroom interactions, management and assessment resulting from computer use. In chapter five the authors consider whether it is possible to "teach" higher order thinking skills and whether the micro can contribute to this teaching. However, the rest of the book is disappointing, clearly based on American experience and lacking in relevance to educationists in Britain. The whole is thus something of a curate's egg, although with only three good chapters out of 13 the curate is likely to go pretty hungry.

The Impact of the Computer on Education – a Course for Teachers. By Seamus Dunn et al.
Prentice Hall International £10.95. 0 13 453341

This book is intended as a class text to be used on courses for teachers with some experience of educational computing who wish to explore some of the issues in greater depth. Each of the 14 text followed by a practical exercise related to the text. While there is some very good material in both texts and exercises, it is unlikely that the book will be used as intended as this would books. In the current economic climate this is unlikely to be undertaken by either l.e.a.s or colleges, the main providers of teacher education. However, a single copy would be a useful resource for tutors.

Three aspects of educational computing are examined. Four of the chapters address educational issues which arise directly from the impact of the new technology on society, while a second section examines general educational issues such as the impact of the computer on the curriculum. Finally, the practice of education is examined with chapters on software classification, Logo, data handling, and word processing.

As in the case of many other books on educational computing this book would have been far more useful four years ago than it is today. At that time many of the providers of teacher education in this field were barely one step ahead of their students and would have welcomed a ready-made course. Today, however, there is a far greater body of experience and expertise among tutors in colleges and l.e.a.s and many will prefer to plan their own courses feeling that they could do better than this book does on topics such as data handling, word processing and software classification.

HEATHER GOVIER

Flexible distance

The Computer Revolution in Education. Edited by Anne Jones, Eileen Scanlon and Tim O'Shea.
Harvester Press £10.95. 0 7108 1178 0

This is another book from the now well-known group at the Open University consisting of OU staff, research students and visiting lecturers. It is concerned with the particular role new technologies, both readily available and promised, may have in supporting distance learning. In particular how the technology can be used to deliver adaptive material to students – a field of undoubted interest to the OU.

The technologies considered range from the now, almost humble, radio through the computer to video disc and also includes the combination of technologies to produce a supportive learning environment at a distance. The writers provide insights into systems such as SOLO, AURAL, CYCLOPS, OASIS, MERLIN and OPTEL. By the nature of such a book only brief details of each system can be given but references are provided for further study. As usual it has proved hard to strike a balance between giving a flavour of the systems without having to resort to technical descriptions. It is probably unfortunate for many readers that the first chapter launches into programming examples whereas the more accessible chapters concerning delivery systems occur later. The occasional inclusion of screen images is a great help in giving a picture of the learner's environment.

Although only one short chapter considers directly the needs of blind students, it is a hopeful sign that attention is being paid to the needs of physically handicapped students for whom the current emphasis on distance learning starts to satisfy a long-term need. Concern is expressed at the potential of interactive video to constrict rather than extend the learning environment. This is expressed both as function of the medium itself, currently unalterable once made, and of the software used to drive it.

The chapter concerning knowledge representation in educational software consists of a systematic study of the program *Climate*. For many readers this will be the only software considered in detail to which they have access. It is a pity that a more recent software item could not have been studied and also that the chapter ends on the now all too familiar note of pessimism on the possibilities of developing more sophisticated software.

The work of the Open University in distance learning and technology is significant. It is always valuable when such a group publishes its work so that the wide educational community gains access to current ideas and approaches. Although this book is unlikely to be widely read by practising teachers it will be very useful to those involved in the detailed study of the applications of technology to both distance and centre-based learning. It will also serve as a valuable marker for the late Eighties on our hopes and aspirations.

Aspects of Educational Technology XX: Flexible Learning Systems. Edited by Fred Percival, David Craig and Dorothy Buglass.
Kogan Page £22.50. 1 85091 220 3

The 21st annual Educational Technology International Conference (ETIC) was held in Edinburgh in April 1986. This book contains the proceedings, consisting of 72 papers packed into 429 pages. The aim of the conference was to consider learner-centred approaches and the role of technology. Although the event attracted participants from some 20 different countries, the papers relate generally to relatively local events with some 38 contributions from England and 21 from Scotland.

The range of topics covered is tremendous, from the primary classroom to the offshore oil industry. At a time when education and training are looking to each other for ideas it is beneficial that works from groups who traditionally have been considered at opposite ends of the spectrum are available in one volume.

Some of the papers are descriptive in nature, presenting, briefly, an example of a particular training structure. These are frequently designed to suit a particular need. So we have details of schemes for technician training in computer-aided engineering, training in electronic banking, employees in the motor industry, the glass industry, training in the Atomic Energy Authority, and training pilots in combat skills.



High-speed communications in days gone by: an illustration from Peter Bishop's 'Do IT! Introducing Information Technology'. This practical course for secondary students is built round a series of activities (Nelson £3.95. Teacher's guide £2.95).

The majority of papers are concerned with the general issues concerning flexible learning, and technology purely has a role as a delivery mechanism. The Open Tech is well represented with some healthy discussion comparing expectations and reality. Papers are also presented on the actual design of materials to support flexible learning, notably the experiences of the National Extension College. Many papers present useful checklists for those designing courses of study.

Although the contributions from countries outside the UK are relatively few they do give valuable insights. For example, there are details of work taking place in Japan in teacher education, a Nigerian perspective on a long tradition of flexible learning, the Bulgarian national programme for introducing computers into schools, the Canadian videotex system and a view from Iraq on the relative effectiveness of various learning media.

As with all proceedings of conferences the papers tend to be short and can only give a brief indication of work being considered. The main aim is undoubtedly to provide a record for the participants and others of the ground covered. As such this book forms a useful reference work for those involved in flexible learning and also may be of interest to others in terms of how "child-centred" and "learner-centred" approaches are now being considered.

JON COUPLAND

Basic high-spot

GCSE BBC Basic Programming For You. By Stephen Doyle.
Hutchinson £4.95. 0 09 172861 4.

Introducing programming to computer studies classes is something teachers either love or hate. Many teachers view it with fear and trembling and have opted out completely, while others see it as the high-spot on the computer studies syllabus. It would seem that Stephen Doyle falls into the latter category.

His book *GCSE BBC Basic Programming For You* definitely aims to put the fun back into programming. Many of the algorithms are witty and imaginative (for example, how to locate a lost girlfriend), and the book is sprinkled with cartoons by Charles Rush which serve to break up the text while providing an amusing back-up to the point being covered. In fact the whole layout of the book is inviting and lends itself to a "dripping-in" approach as much as to a cover-to-cover perusal.

The first of the book's 34 chapters looks at the BBC keyboard and explains the purpose of the function keys. The last chapter deals with project work and offers some sound advice in terms of types of projects, timing the workload and using software packages as an alternative to committing programs – all good stuff and thoroughly recommended.

However, in his quest to capture the interest of the average GCSE computer studies student, Doyle has devoted nearly 40 per cent of the text to graphics, (including 11 pages in full colour). Certainly BBC machines lend themselves to this emphasis and most 14 to 16-year-olds would find it an entertaining aspect of programming, but its value as a logic-building, problem-solving vehicle is less certain. One is left wondering whether such a concentration is not perhaps going over the top.

It is not until chapter nine that Doyle introduces statements such as "Read", "Input", etc. Before this the specimen programs and exercises consist, in the main, of "Print", "Mode", and "Draw" instructions. This is a novel approach and may be one worth trying. It is unfortunate, therefore, that the first part of *BBC Basic Programming For You* is much weaker than the subsequent chapters.

In these early chapters, internal documentation is thin on the ground, (despite chapter 20 being devoted to the need for good documentation). The very first specimen, "Program to try", involves an infinite loop (whatever happened to good programming technique?), and requires the poor non-plussed pupil to key in ("... taking great care ..."), 20 lines of code with barely a piece of pseudo-English to be seen. Perhaps the REM statement on line 10 should be amended to read: "A Program To Try *Your Patience*." Also, the instructions given in the early exercises are at times ambiguous, for example, how is one supposed to "Underline the missing words"?

As the book progresses it steadily improves. The text becomes more explicit and the sample algorithms more imaginative. It is certainly a text worth considering for computer studies classes – especially those bored with Bishop – and could successfully be used with pupils of a wide range of ability.

JUDITH DOBBYN



Mr and Mrs Glen plan their dream home: an illustration from 'Revise Computer Studies GCSE' by Tony Rackham, a Letts Study Aid offering syllabus analysis, exam questions and advice on revision (£5.95).

Getting physical

Physical Education and the Computer. By Mike Skinsley.
The Ling Publishing Company, 162 King's Cross Road, London WC1X 9DH £5.95. 0 900 98518 6.

For the uninitiated, it would appear that computers and physical education are worlds apart. Mike Skinsley's book, however, leaves one in no doubt that the part computers can play in physical education is extensive, practical and worthwhile. The book is written by someone with a clear perception and deep understanding of computing in education which stems from extensive personal experience of using computers in a PE department. It is not a sterile exercise for those interested in academic matters; rather, it is a rich text full of practical ideas showing how the teacher may use the micro in his or her professional work.

Mike Skinsley has divided the text into a number of logical topics each of which is carefully illustrated with photographs, examples and computer print-out material. His style of writing is crisp and down-to-earth and each chapter is concise enough to be read within the space of a lunch break. Topics include word processing, computer equipment, using databases, options analyses, stock control, sports day organization, fitness work, pupil profiling, fixtures and teaching. The book is completed with a useful glossary, list of software suppliers and other relevant information.

This is one of the very first texts to be published by the Physical Education Association of Great Britain. In this respect it is important to note that the National Association clearly recognizes the importance of microcomputing in physical education. It will go a very long way to inform teachers of these new developments and to stimulate their interest in computer technology. The book is exceptionally well printed and presented and is virtually a "give-away" at the price.

BOB SHARP

Further textbook reviews on page 29

Terms of reference

The Microcomputer, The School Librarian and The Teacher. Edited by James E Herring.
Clive Bingley Limited £13.75. 0 85157 399 1.

Microcomputers in Library and Information Services. Compiled by Paul Burton.
Clover Publishing Company Limited £16.50. 0 566 03540 5.

Many school librarians and teachers will be looking out for publications aimed at encouraging the use of microcomputers as information retrieval tools. The above titles are aimed at such a market. *The Microcomputer, the School Librarian and The Teacher* is a fairly academic treatise covering the potential use of micros within [illegible] school informa-[illegible] context.

The case history examples expound the advantages of introducing such a system and could well inspire other schools to follow suit. The book also offers some useful ideas for possible data bases and advice on file creation. However, very little information is given, for example, on how to overcome such problems as disc organization in a floppy-based system. Perhaps a more realistic appraisal of the work and potential pit-falls involved in developing and running such systems might have been more useful to the average school librarian and/or teacher.

Microcomputers in Library and Information Services is a bibliography of specialist texts covering the use of micros as information retrieval tools in libraries. It lists over 500 references indexed either by author or by subject. It may well prove to be an invaluable text to the specialist librarian or information professional, but its use in the school situation is extremely limited. Each reference listed in the book is followed by a brief description, but no attempt is made to evaluate the entries. For example, reference 80 reads (book title and author given): "A brief statement of the points to bear in mind when selecting a micro-based system." There are 36 such entries under the subject heading "General guides to selecting micro systems". From which the above reference is drawn. Presumably the interested school librarian would need to read all 36 texts to decide which, if any, represented a good buy.

This is definitely a book for those interested in organizing, rather than in using, information about micros in libraries.

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SOFTWARE

Building on the past and planning for the future

Seize the moment

ALASTAIR FYFE

The use of computers in schools is still in its infancy when considered in the context of the overall development of the curriculum in the UK. Nevertheless, there have been significant changes in this field over the last few years, particularly in relation to educational software.

About five years ago the emphasis was clearly on programs for drill and practice. The emergence of machines like the BBC micro, with its impressive colour graphics facility, made it possible to produce very attractive programs of this type. At that time, software was comparatively unsophisticated, written mostly in Basic, and were short enough so that 12 to 15 could be distributed together on a single disc or tape.

Since then the focus has been on different types of software. A wide range of simulation packages have been produced for use with different age groups and areas of the curriculum. Increasingly these have become more comprehensive in terms of both the computer software developed and the additional material produced to accompany it. Considerable amounts of time are devoted to the production of modern packages by professional programmers and teachers.

Today the emphasis is on making available to teachers packages which may include programs, teachers' notes, pupil workcards and other useful material which they can adapt to meet their own needs. Increasing use is being made of "generic" programs such as word processors, databases and spreadsheets. Others reflect the need for teachers to be able to add alternative data or to control some aspects of the way children can use them.

These changes have serious implications for the way in which programs are written and for the machines which local education authorities will purchase for use in their schools.

The investment in teacher training and in the preparation of additional classroom resources, for packages such as *Quest* (AUCBE), is such that its lifetime is clearly going to be greater than that of the machine for which it was originally developed. It is essential, therefore, that all software is now written in such a way that it can be easily adapted to new machines when they appear. Equally, authorities must consider the investment in this versioning of software which will be necessary if they decide to purchase different types of microcomputers for their schools.

The techniques for writing educational software to run on a range of different machines have been developing for some time. King's College (formerly Chelsea College) have been using standard libraries for the production of programs in Basic and Pascal for some years. Recently the Inner London Educational Computer Centre (ILECC) co-operated, initially with the MEP Software Unit and latterly with the Scottish Council for Educational Technology (SCET), in the development of a set of routines which will be available on the RM Nimbus, IBM PC and Acorn Archimedes machines and which will make programs using them extremely portable.

The natural extension of such work is to use it as the basis for establishing standards for the hardware and software aspects of systems which will be used as general purpose educational microcomputers. The need for such standards was expressed in *Microcomputers in Scottish Schools: A National Plan* (SCET, 1985) and the need to follow up its recommendations is more pressing as schools consider the possible advantages of machines such as Acorn Archimedes, RM Nimbus (PC and AX), Apple Macintosh, IBM PC, Amstrad PC 1512, Commodore Amiga and others.

The work done by ILECC and SCET is only part of what is needed for the area of graphics alone: other problem areas such as file handling, sound and the user interface still need to be addressed, but such a task is clearly beyond the resources of a single organization.

Central government funding and co-ordination will be necessary if the best possible use is to be made of the limited resources available. The worst thing which could happen is that a number of organizations attempt to deal with the same problems by duplicating their efforts in producing their own development tools. These scarce resources should be devoted to the production of new applications for schools.

> "It will be essential for different government departments to commit themselves to a programme of expenditure extending over at least three years"

There seems to be a fair measure of agreement about the problems faced by educational software developers. A group of representatives known as the Educational Software Developers' Forum (ESDF) meets regularly at the headquarters of the Microelectronics Education Support Unit in Coventry and has discussed these issues. Further, there is international concern about such matters. The Ministry of Education in Ontario, Canada, has recently published a draft specification for microcomputers which will be purchased for Canadian schools at the end of the Eighties and into the Nineties. This document has as its heart the definition of a standard software interface which will allow the development of programs to run on a range of machines, so long as they meet the specification.

There are other benefits to be gained from the adoption of a more standardized approach to the provision of computer hardware and software for schools. One of the most striking developments in the computer industry in recent years has been the emergence of the Apple Macintosh system. The care which Apple have taken to deliver a product which people can use without being aware of the intricacies of a traditional operating system is an object lesson for all. Friendly tutorial packages and a consistent approach to program development through a well-controlled environment makes the introduction to new programs a pleasure.

However, in spite of its many virtues, the Macintosh fails one simple test. It is clearly a proprietary system. One of the most important lessons learned in recent years is that dependence on a single supplier of either hardware or software is highly undesirable, even if that supplier is one of the leading companies in the industry.

Our aim now must be to build on past experience, including the obvious advantages of the Macintosh system, and to define a non-proprietary environment which can be freely implemented by manufacturers and used by software developers.

For such an approach to be successful certain criteria will have to be met. First, the exercise must not be so divergent from current practices or trends that entirely new products need to be developed. Existing or emerging standards must be used wherever possible. In this way past experience can be put to good use. The approach must also be attractive to the major companies already in the market. This applies both to the domestic scene, which must involve Acorn and Research Machines at least, and the world market, so that volume producers such as Apple, Atari, Commodore and IBM can be involved.

There are two other important ingredients. The first is a commitment to the exercise which should be reflected in a resolve to state carefully what is required and insist on it being delivered. Also, there is a need for better long-term planning on the part of central government towards expenditure in this area.

It will be essential for different government departments to commit themselves to a programme of expenditure extending over at the least three years, so that private enterprises involved may be assured that at least there will be an opportunity to recover development costs through sales. Co-operation with other countries will ensure that there is greater choice for l.e.a.s in this country and wider markets for sales of hardware and software for UK companies abroad.

There is clearly an opportunity to take the initiative now. There is a fair degree of agreement among the organizations involved, particularly in software development, about the problems which need to be faced. The Province of Ontario has taken the lead by publishing their specification and indicating a willingness to collaborate with others. In England, Wales and Northern Ireland there is debate about the kinds of equipment which should be purchased through the education support grant system and in Scotland there is the National Plan which provides a framework for action. The opportunity is there. Will we take it?

Alastair Fyfe is the assistant director of the Scottish Council for Educational Technology.

Happily ever after



DAVID MARSHALL

The Princess and the Ring
Multimedia package with disc for BBC B/B+/Master 128, £23; BBC Master Compact £27.50, RML 480Z, £23; RM Nimbus standalone, £27.50; RM Nimbus Network £40; all excl VAT
Can You Find It?
For BBC B/B+/Master 128, £23; Master Compact/Nimbus, £27.50; all exclusive of VAT
Cambridgeshire Software House, The Town Hall, St Ives, Huntingdon PE17

Even now there is relatively little software for children in the five to eight age range. That is why one of the latest packages from Cambridgeshire Software House, *The Princess and the Ring*, is so welcome. Written specifically for five to eights, it can also be used with younger children who read well, according to the useful handbook, and quite a lot of back-up material is available.

First, there is a story cassette telling you the plot up to the start of the disc adventure. A wicked wizard has stolen the magic ring because the King and Queen have refused to allow their beautiful daughter to marry him. The disc adventure allows the children to find the magic word, (it is either three, four, five or six letters), and discover where the ring is hidden. This is a traditional fairy story but none the worse for that. Its very familiarity is endearing for the young children for whom it is intended. Some of the paragraphs of the short story are particularly interesting – the wizard providing pieces of bacon for the crow delighted everyone. You can read the story from the booklet provided if you prefer.

There are large picture masters of all the characters with and without the story text. These can be coloured in and collected as the story unwinds. The flashcard masters allow sentences to be constructed with ease. The disc propels you forward. The graphics of the 10 picture screens are superb and the 20 information screens are easy to follow. Any child over five will thoroughly enjoy the adventure and the back-up work – I did!

One thing that I decided to do with some older children who were designing newspapers was to interview the young children who had been employed in discovering the whereabouts of the ring and putting the smile back on the face of the Princess. These interviews had to be made into copy for their latest edition. *Typesetter!* from Sherston Software was ideal for creating our newspaper, the *Anti-Trol Times*.

Can You Find It? is a content free program for children of six and over that allowed us to go even further with the adventure *The Princess and the Ring* had started. The idea is to create graphical databases on a 100 or 400 coloured square grid that allows you to pose questions on the screen that children have to answer. The first screen allows up to six colours to be used to make the picture or outline you require. In one of the files supplied the picture is the countryside, using different colours for marsh, woodland, grassland, water, heathland and sand. The children move the cursor to place different animals in their proper habitat. Their attempts are marked for their aptness, and at the end they are given a score.

To create the files is easiness itself. How the software can be used is limited only by the user's imagination. As the handbook suggests, a supermarket plan could be produced and the children required to put various foods in the most appropriate places. Or a general outline of the human body with the head, trunk, arms and legs in different colours – now put in the liver, kidneys and heart.

In our case, we made the country where the King, Queen, Wizard and Princess live. If you have completed the adventure properly you will be able



Children can colour in the picture masters

to put the characters where they rightly belong. It is an unusual type of database but one that most schools would find a real boost to their current file making.

Going up

PETER THORNE

Martello Tower
A Mathematical Adventure Game
By Anita Straker
BBC version from Anita Straker, Mundays, St Mary Bourne, Nr Andover, Hants SP11 6AY; £12 single copy; £65 for LEA licence; RM Nimbus version due out shortly from ILECC, John Ruskin Street, London SE5 0PQ; RML 480Z version available as part of the MEP *Primary Problem Solving Pack*.
Worksheets, £5 for one booklet; £50 for l.e.a. licence from Derbyshire Educational Software Centre, Derbyshire College of HE, Matlock, Derbyshire DE4 3PW.

"Why," said the Dodo in *Alice's Adventures in Wonderland*, "the best way to explain it is to do it". With this in mind, a group of first and second year pupils set to work on this challenging game in their spare time, initially with no documentation or explanation. From the outset there was much enthusiasm, and with a growing queue beating a path to the computer room door before 8am, the time it usually opened, it was necessary to adopt a booking system for break and lunchtimes.

"On a day in June 1994 you decide to go for a walk . . .", it says in the introduction to the documentation. *Martello Tower* involves the exploration of an old tower. Movement from room to room is achieved by solving various mathematical problems and puzzles. The ultimate objective is to find a magic password and use it at the appropriate time to escape. Little does one suspect the richness of the mathematics involved – especially with regard to processes.

Early on it became apparent that a copy of the map and the use of a calculator were (for some) essential tools. One or two of the more ambitious constructed their own maps – one pupil even suggested that everybody should remember the paths they had followed. But, no matter the ability level, there was a high degree of perseverance and collaboration in solving the problems. This was an activity that all could join – though for comfort, more than six gathered round one monitor can cause problems.

The only condition imposed was that the pupils should write up their experiences. This is quite natural, and now the norm for mathematics lessons which are looking ahead to GCSE. In terms of the processes which need to be actively encouraged in implementing GCSE approaches to mathematical education, this program is well structured and provides challenge, stimulation and motivation. The accompanying additional documentation provides very adequate information which could easily and effectively be used to extend the program for class use.

The ability to save one's position is essential if the teacher is not to become despised for giving preference to one group or another. Perhaps this is one of the strongest arguments yet for computer networks in mathematics classrooms.

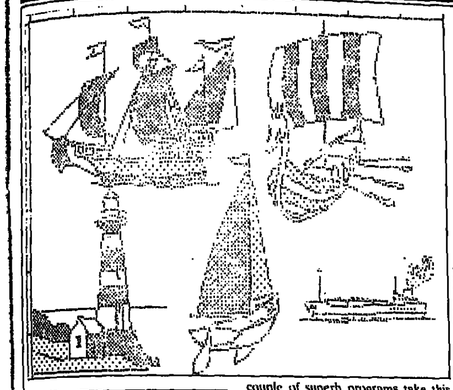
There is a trap to beware of for those who have used ILEA's excellent SMILE programs, particularly the mystic rose. One pupil, without prompting, wrote: ". . . we got it wrong many (times . . . we kept on getting it wrong because we forgot to exclude the number of edges."

Even after pupils "escaped", *Martello Tower* continued to provide fresh stimulus since it then became a matter of pride to escape in a minimum number of moves. Strategic planning continues. Although the documentation suggests that the average eight-year-old should be able to complete the program, it is strongly recommended by my lower secondary pupils.

SOFTWARE

Desktop publishing for primary schools

Cub reporters



From Fleet Street Editor

PHIL TAYLER

Many schools who have purchased a printer will probably have printed quite a bit of children's writing for wall display, and may now be wondering what else this expensive and sophisticated piece of equipment can do.

My school is fortunate in having two – an Epson LX80 and an Integrex ColourJet – and I have been using a variety of programs in my classroom to which a printer adds a whole new dimension. With a micro, disc storage, and a printer, schools have a basic desktop publishing system, which can produce a school magazine, worksheets, or displays.

A number of word-processing packages provide a choice of fonts. However, the real potential of a printer is exploited when the matrix of dots which normally make up the letters and numbers are instead used creatively to make up graphics designs. A couple of superb programs take this facility to near its limits.

Image allows children to design and print colourful and sophisticated screen pictures. Input can be made from the keyboard or from a variety of devices, and the system can be initialized for the drive and printer types. Certain shapes such as circles or rectangles are available in any required sizes and these can be augmented by lines, rays or curves as pictures are built up.

All normal colours are available, of course, but some exciting possibilities are also provided by the Mixing Room, in which colour patterns can be designed on a grid. This pattern can then be used to flood-fill areas for very dramatic results. Several such patterns are provided on the disc in the paint store, and these can be accessed and edited as required. There are also comprehensive cut-and-paste facilities, and text can be entered in a range of sizes, and placed in any direction on the screen, even upside down.

Apart from text entry, for which keyboard entry is obviously required, all other features are accessed from pop-out menus. This makes the whole product easy to use, yet powerful within the classroom. The child can remove, add or alter, with only the final, polished version being kept at the end. A sketchbook can be kept on disc, in fact teachers will find that several are needed, and these can be accessed and viewed independently of the main program.

I have found junior children to be perfectly capable of using its facilities, and producing illustrations for project books which look very impressive. Printout can be made to any printer, although a colour one gives the maximum benefit. Shades of grey are just no substitute.

We have also produced a school magazine using *Fleet Street Editor*, although I have struggled with the worst possible configuration – a single 40-track drive. The result has been constant swapping across between the System, Library and User discs, even though Flippies are used.

In this program, the dots are used to compose pictures which can accompany the text on up to eight panels. There are dozens of ready-made graphics on the disc, as well as extra sets of fonts and graphics, including a Walt Disney set. All the graphics can be easily modified, inverted or enlarged. A "zoom" facility even allows a small area to be expanded to alter details easily, and then returned to normal size.

The various facilities are accessed via a series of rooms, so that graphics brought in from the Library might be taken to the Studio for touching up, changes of size or direction, or airbrushing. This product is then taken to the Copydesk, where text can be typed in directly, or imported. A number of fonts are available in single or double height, and these are displayed on screen in virtual WYSIWYG fashion, although only one panel may be viewed at a time. Graphics can even be imported from other packages, including *Image*.

The *Admin Extra* disc adds some excellent utilities, including one which allows a panel to be printed out in various sizes up to A4, say for a poster. All these features are well explained in the very good User Guide. One problem with this piece of software, however, is that the children need a large amount of computer time. This is the kind of content-free, flexible software teachers welcome, but how can we devote the time to do it justice in the classroom?

Perhaps the solution is to find a superb program which achieves almost the same effect as *Fleet Street Editor*, although without the graphics. This reduces the swapping between discs to a minimum, and produces a desktop publishing package which really can be used in the classroom by children, with a minimum of teacher time.

Typesetter! from Sherston, allows normal or italic writing to be freely mixed with three sizes of headlines. The headlines do not appear on the screen in their true font style; instead, a shaded block accurately reflects the proportional size of each letter, although the Printroom does allow a true screen representation of the page to be displayed prior to printing out. Text is placed within boxes, as in most newspapers, and these can be joined to make interesting shapes. It can even be imported from other word processing packages, such as *PenDown*, *View* or *Wordwise*, in which case it will flow into the designated box. A range of word processing options are available, including justification of the text.

Magazines, notices and children's work can easily be made to look attractive and professional. I was particularly impressed by the pop-up menus. One particular advantage it has over *Fleet Street Editor*, is the fact that the children can scroll around the whole A4 page at will, rather than just one panel. The children loved its facilities and I loved its simplicity.

Fleet Street Phantom is designed to complement *Typesetter!* in a project on newspapers. It is an adventure aimed at 9 to 13-year-olds, who will also enjoy immensely the storyline, which involves a phantom saboteur at work in the local paper. The graphics are superb, and the reading level of the text is most suitable.

Desktop publishing can be tremendously successful in primary schools, even with the modest BBC micro and an Epson-compatible printer. *Fleet Street Editor* includes marvellous graphic facilities and a greater choice of fonts, but at only a shade cheaper price, I'd be tempted to go for *Typesetter!*, for the greater ease with which imaginative A4 copy can be produced. *Image* should be in any school using topic-based approaches.

All that's needed now is a really good word processor with a variety of fonts.

Image is available from Cambridge Micro Software, The Edinburgh Building, Shaftesbury Road, Cambridge. *Fleet Street Editor*, *Admin Extra*, *Fonts 'n' Graphics*, and *Walt Disney Graphics* all available from Mirrorsoft at Freepost (BS4382) Paulton, Bristol BS18 5BR. *Typesetter!* and *Fleet Street Phantom* from Sherston Software, 8 Court Street, Sherston, Malmesbury, Wiltshire.

Phil Tayler is a deputy head teacher in Essex, but these views do not necessarily reflect the policies of that county.

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What a head!

TIM PARKE

Quelle tête! and **Jeu des ménages**
ISBN 0 521 26401 4
40-track disc for BBC micros
£17.50 + VAT
Granville
ISBN 0 521 26404 9
40-track disc for BBC micros
£24.95 + VAT
Barry Jones, Fred Daly and Wac Brodzki
Cambridge Micro Software
Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge CB2 2RU.

While two of these programs are clearly conceived in a sort of unreconstructed grammatical mould, *Granville* is one of the first to present language in a genuinely contextualised way, inviting the user into a realistic situation over which he or she can exercise a degree of control.

Quelle tête! is a game which enables the user to build up an individualized face from a range of features. Starting from the basic choice of male/female; the program leads one through a list of features – *tête, cheveux, yeux, sourcils, nez*, and so on – drawing each one on the screen as it is selected. Each can then be modified by choices from a set of adjectives – for example, once *nez* has been chosen, the program offers *pointu, grend* and *petit*. At each selection, the appropriate sentence appears at the bottom of the screen, with the position of the adjective automatically correct. Thus, after establishing that "*Elle a un petit nez pointu*", one moves on to other features, each drawn on the screen and consolidated by a sentence. A further facility is to be able to change one's mind at any stage, in the light of how the drawing turns out. Faces drawn can be saved for a subsequent session, and (a likely source of fun) a copy of the faces pupils have devised can be printed onto paper.

In *Jeu des ménages*, the aim is to instruct a removal man (Henri) in which rooms to place pieces of furniture he unloads from a lorry. The question *Où est-ce que je mets . . .* is followed by the name of the piece of furniture, and the user types in the name of an appropriate room. This has to be correctly spelled to be able to move on to the next item. And so on until the house is full, when a tune is heard. An incomplete "house" can be stored for a later class, and again there is the facility to print.

For both of these programs there is a full guide, which includes some ways in which teachers might wish to use the material.

Granville is a much more substantial package, and one can envisage some quite lengthy work being done with classes at a variety of levels. It is really a simulation game, with the user playing the part of someone who has won the prize of a five-day holiday, with spending money, in the seaside town of Granville. Thus one has to plan how to spend the time and money allocated, and this can be done on the basis of information, both about the town and one's own situation, that can be called up at any stage.

Basic choices are of the activities one would like to do and of the means of transport for getting round the town. The former includes distractions like *casino, cinéma, discothèque*; excursions; *loisirs* like *ball trap* and *plage*; *magasins*, and many others. Each decision entails others – for example, on how to travel, and on expenditure. There is a built-in running guide to how much money you've spent, and an indicator of how thirsty or hungry you feel (this fluctuates according to the kind of activity that has taken place). A further development is the journal, a running account of what you've done that day, which can be printed.

There is a lot more to be discovered in this program. My only criticism is that too much time is spent on transport – each choice of activity relentlessly demands to be followed by a journey, and those by foot and by bus seem to involve a whole-town tour. But as a way of putting the learner in a realistic situation in which the language-use is natural, *Granville* is an innovation.

Science simulation programs

Electric dreams



J J WELLINGTON

Gravity Pack
ISBN 0 521 33975 8
40/80 track disc for BBC B/B+/Master, £17.50 + VAT; Econet £32.50 + VAT
Work in Cars
ISBN 0 521 26389 1
40/80 track disc for BBC B/B+/Master £17.50 + VAT; Econet £32.50 + VAT
Netherhall Software/Cambridge University Press, The Edinburgh Building, Shaftesbury Rd, Cambridge.
Electric Fields
An Interactive Simulation
ISBN 0 563 21324 8
40/80 track disc for BBC B/B+/Master, £12.95 inc VAT
BBC Soft, BBC Publications, PO Box 234, London SE1 3TH.
Mine Manager
ISBN 0 582 26878 8
BBC 40 track/Apple £17.50 + VAT
CIC/Longman Micro Software, Longman Resources Unit, 62 Hallfield Rd, York YO3 7XQ.

The term "simulation" seems to be fashionable, and as such has come to cover a variety of meanings. All of these programs could safely be described as simulations although their purposes and the manner in which they "simulate" are very different.

Gravity Pack is yet another science program from the Netherhall computer assisted learning factory which I have difficulty in faulting. I don't have shares in Netherhall but if they go public I'll be a keen buyer. The package follows their usual high standard in design, ease of use, well-written documentation, clear aims and objectives, and support material enhancing integration with other science work. In this case, the worksheet support (seven in all) is stored on disc and can be directly printed on to (say) a Bando or Gestetner master for easy duplication. Alternatively, the teacher can simply photocopy A4 worksheets for class use.

The program itself is divided into three parts. The first, *Monkey and Hunter*, may be distasteful to animal lovers but the bucket does apologize for any "anti-social behaviour and attitudes" it may induce.

The aim is to study the behaviour of a bullet and a monkey under different conditions. A large number of parameters can be varied: the monkey's mass, the bullet's velocity, the height of the tree hiding the monkey, and the distance between the unfortunate animal and its predator. In addition, of course, the strength of the gravitational field can be varied from 0 to 50 N/kg. The paths of the projectiles, living and non-living can be studied on the screen using a trace and a grid. By careful variation of the parameters, pupils can investigate different factors. This "what if?" or investigate-and-report approach is the essence of the program and (it could be argued) the strength of any CAL simulation.

The user has a similarly wide range of control in the second part, *Newton's Cannon*. A cannon ball is projected from somewhere above the "screen–Earth's" North Pole. Height of launch (*H*), velocity (*v*), and air resistance are the three controllable variables. Under certain conditions, such as *H* = 1000 km and *v* = 8 km/s in my simulation, the cannon ball goes into orbit. Once again, this part of the program is easy to use and offers many possibilities for experiment or "what-if" investigation.

Although the first two parts of the program are ideal for pre-16 physics courses, both now and in the near future, the third part is only suitable for more advanced students. *Satellites* enable the motion of an object in "Earthspace" to be studied under the influence of a gravitational field. The moving satellite can be launched at different velocities, at different angles, and under different gravitational influences. This simulation is ideal for a first-year A-level (or A/S) course and completes a truly valuable gravity pack, whose full educational potential will take teachers and pupils a long time to realize.

The second program from Netherhall, *Work in Cars*, has as its objective to simulate the motion of a car and the energy conversions undergone as it travels along a flat road, uphill and down dale. The overall aim is to "promote understanding of the Law of Conservation of Energy" by using a situation which is "familiar to all pupils". My limited use of the program with pupils indicates that this will be difficult to achieve without extensive use of the worksheets designed to accompany it. As usual these are written to a high standard and can be easily reproduced or printed.

The program allows pupils to "design" their own car by specifying its mass, its power in kilowatts, its level of friction (from 0 to 4 units) and its fuel capacity. They can then design their own route for the car, using the arrow keys to give flat stretches of road, uphill climbs or downhill drops of up to 45 per cent in gradient – not realistic, but then neither is the speed which may reach 160 mph, over 400 mph. This might be called "simulation licence". A few key presses and the car is sent along its route, while the fuel remaining (measured in MJ), the current speed (in m/s), and the power "at the wheels" (in kW) are displayed on the screen. The journey continues until the fuel runs out, the car stops from lack of power or the end of the road is reached. At the end of the run, the time taken, distance travelled and energy used are displayed.

Using the program in this rather superficial way will give immense enjoyment to pupils in small groups and will allow a wide age-range to learn about fuel, power consumption and speed. However, to understand conservation of energy pupils will need to delve more deeply into the program by making calculations at different points along the car's journey.

One further, excellent, feature of the package allows more able pupils to take this simulation program into the realms of modelling. The equation governing the motion of the car is shown in the booklet and its limitations as a mathematical model are discussed. Ways are suggested for advanced students to test the accuracy of the simulation and thus appreciate the limitations of computer modelling.

Work in Cars is a most valuable package for pupils at three ascending levels: for studying the motion of a car under different conditions; to study and calculate energy changes; and, to examine critically the nature of simulation and computer modelling – an important step forward which few other science programs have made.

Mine Manager is a simulation of a totally different kind. The package enables pupils to simulate some of the operating conditions and problems of a coal mine by allowing them to monitor and adjust methane levels. The screen display shows a control panel indicating methane levels at three different points in the mine, and airflows in metres per second at these points. The users' job is to watch the dials so that methane levels do not exceed 1.25 per cent. These levels will vary according to the pumps, ventilation doors and the atmospheric pressure, also shown on the screen. Evasive action can be taken by checking the ventilation doors, or by increasing the level of work done by the ventilation pump.

As a simulation of a real situation this package offers the opportunity for role-play in small groups and should encourage discussion between pupils. My own feeling is that it may not be absorbing enough, or engage a sufficient number of pupils, to be used with whole classes. In taking evasive action, for example, several seconds are spent while data are read from the disc. Also, during the course of a simulated shift it may happen (if the option of "computer-generated events" is chosen) that no evasive action at all needs to be taken, and the user simply watches the screen dials. Perhaps this is the meaning of low key management. *Mine Manager* does encourage the "skills of observation, interpretation and evaluation", as its booklet claims, and will also develop role-play and discussion. It will be useful in science departments with a range of fourth and fifth year courses.

Electric Fields "an interactive simulation" will be a valuable resource in allowing pupils to study electric fields of different strengths and the interaction between two charges. Up to four electric charges, + or –, can be placed on the screen, and their magnitudes can be varied. The field between, say, two like charges can be drawn and studied by measuring the field strength and the potential at different places on the screen. The red function keys have been programmed to make *Electric Fields* simple to use.

The program will be valuable for schools and colleges, although its use is likely to be confined to students taking A-level physics courses. It is straightforward to operate and could be used with small classes or groups. It could certainly make a potentially dull and difficult topic more interesting and comprehensible.

So, how do these programs "simulate" and how do the users interact with them? In two cases (*Gravity Pack* and *Work In Cars*) the motion of an idealized (not real) object is simulated – in those examples two very abstract concepts are being studied (fields and energy). The belief that pupils' understanding of abstract concepts *does* improve through simulation is open to question and evaluation – extensive and systematic study would be needed to make the case.

In all of the examples considered here, the user interacts with the program by controlling certain variables. The essence of the simulation is that the underlying model in each case remains the same, only "external" parameters can be tampered with. However, in one of the programs (*Work In Cars*) the model underlying the simulation can actually be changed. The user is then controlling and shaping the model itself, rather than merely altering external variables to see "what happens if?". This seems to be an excellent path for simulation programs to follow in science education. The model is first made visible and accessible to the user (as in both *Mine Manager* and *Work In Cars*). The user is then encouraged to examine and investigate the model itself as well as the parameters controlling it. Such development would rightly make modelling and simulation programs indistinguishable.

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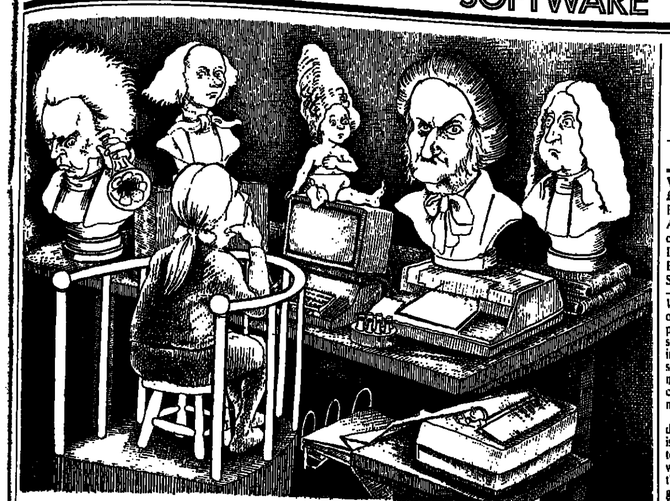
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Audio Learning Ltd, 740 Holloway Road, London N19 3JF.

For the professional studio musician and composer, the use of microcomputers as digital recording devices for electronic instruments has become an established tool. Systems like the Steinberg Pro-24 with the Atari computer and the UMI B with the BBC B make possible computer-controlled organization of every aspect of composition and performance, from the editing of pitches and durations to the mixing of different sound layers and the manipulation of signal processors.

The facility that makes all this possible is Midi (Musical Instrument Digital Interface). Simply, Midi allows digital communication between different electronic instruments, effects systems, and the computer, even those made by different manufacturers. The precision of the rock music drum machine through a Midi cable gives the musician almost unnerving accuracy. In the classroom this allows the young composer who may lack a good keyboard skill to coincide effortlessly a reggae chordal vamps with a syncopated bass line and percussion as the foundation for an original song.

To make effective use of software that utilizes Midi you need the Midi instruments and devices themselves. Most schools are fortunate if they possess one Midi keyboard and a Midi drum machine, so for many the applications of the controlling software is limited. In working with the EMR Miditrack software I set up a Midi system using a Casio CZ1000 polysynth and a Yamaha RX21 drum machine. The Casio synth is polytimbral, allowing four separate mono voices to be played simultaneously from Midi commands.

The EMR system comes as a series of linked software packages. The *Performer* offers real-time recording and organization of Midi material; the *Composer* permits precision correction and alteration of Midi material; and the *Editor* also allows step time tracks to be combined with real-time data. *Notator* is designed to take recorded material and convert this to traditional notation on a single or double stave. *Yumusic* is a graphic display facility that responds to data as generated from a Midi instrument.

Using the *Performer* was easy and the facilities offered by the program are more than adequate for the classroom. As a straight forward real time recorder of digital information it works well, offering quantise correction of notes, track merge, an arrangement device offering up to 64 different combinations of prerecorded tracks, looping to enable repeated phrases to set up against a longer melody track, and pitch alteration and Midi channel assignment. The demonstration pieces are pretty diabolical – rather corny pop arrangements of Christmas carols which actually contain a number of errors and jumps.

The *Editor* and *Composer* programs were, by contrast, disappointing and cannot be seriously recommended for use in school at GCSE level. I think it unlikely that many teachers are going to introduce the editing and manipulation of Midi information, although this system would give the dedicated the facilities to do so. In the professional world, Midi editing is particularly effective in the precise control of synthesizer performance functions such as pitchbend and key velocity and aftertouch. In the seclusion of a "home studio" set-up (for which the system seems to have been designed) a dedicated musician could get effective results out of the programs' facilities.

In the usually frenetic atmosphere of school music activity sessions the patience required to utilize the programs would stretch most pupils and teachers to the limit. *Notator* could be useful for simple part copying of ensemble material but is at present in a rather restricted format. *Yumusic* could have some applications in the area of music for special needs, but can hardly be considered as a serious companion to the rest of the system.

For its price, the *Miditrack* system is unique, and in the right hands could be a stepping stone towards systems like the Steinberg Pro24. EMR have produced an impressive quantity of resources for the low-budget Midi musician. However, be warned: some of the exciting new products on their list are still under development and may not yet be available. A *Scorewriter* program has some excellent potential within it for a school music department. One teacher I spoke to, who has had this software for several months, found it difficult and complicated in its initial format, but a new version promises individual note editing and really is worth waiting for. The quality of notation display is more than adequate for general school use, particularly if used in conjunction with a good photocopier that will enlarge.

Another useful range of software is the series of *Voice Editors* for Midi synthesizers and expanders. If you have ever tried to make alterations to or build sounds on a Casio CZ1000 or a Yamaha DX7 you may value software that allows a visual representation of sound parameters.

For those who find the whole Midi phenomenon quite frightening, EMR publish an excellent booklet on the subject. They have special deals for those buying more than one piece of software and it's worth discussing individual requirements with them before purchasing any part of the system.

By contrast, *Musicpen* is an attempt to create a music processor, like a word processor, for writing and editing music. It allows the entry of music via the keyboard, lightpen and joystick. The software makes use of the internal soundchip of the BBC B, giving three harmony parts and a percussion voice.

The user can write in compositions and then play them back, having full editing control over the results. The limitations are in the time signatures (only four available) and the tempo (six speeds between 40 and 150). I found it difficult to take seriously the manual's solution to writing four-part harmony with three voices – "you can write in the notes in voice 4 to *look* as if they are just another harmony part" (useful I suppose for writing a four-part score to be printed). There is also mention of a forthcoming utilities disc designed for Econet users to enable two or more BBC computers to run in sync, allowing multipart composition and performance.

The strength of this system is definitely in its synthesizer feature, from which you can create your own sounds. It has a screen display that has been designed to look like the control panel of a graphic equalizer. If you are familiar with the possibilities of the BBC micro's sound capabilities this feature could be a useful tool for creating sounds quickly and storing them for use in composition.

As a music system for the computer lab, *Musicpen* might well provide good material for pupils who wish to explore the music and sound features of the BBC computer. In the music classroom I think its application is very limited, as teachers and their pupils are getting used to computer applications that either give the user a full synthesizer and multipart composition facility (the Hybrid *Music System* is a good example) or as a digital recorder and editor for a Midi synthesizer. At a classroom level the EMR *Miditrack* software system for its price alone must be worth consideration.

A tool for investigative learning

A good read

MALCOLM NEAVE

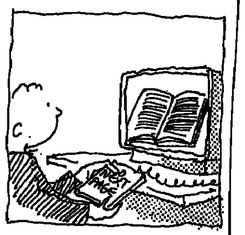
Viewbook
£15 plus VAT
For BBC B/Master, RM Nimbus, Amstrad PCW 8256 and any IBM compatible
Information Education Ltd, Unit 33, Enterprise Centre, Bedford Street, Stoke on Trent ST1 4PZ.

Viewbook provides the text of a book on one or more computer discs. The present catalogue covers topics from several areas of the curriculum, including economics, geography, history and sociology, and the producers say that a number of further titles – as well as a content-free version – are in the planning or production stage.

Having placed a disc in the computer drive and started the program, the user is presented with an introduction to the topic together with a menu of options, which are permanently displayed in the lower portion of the screen. One group of these allows the user to move forward or backward one page at a time, to move to a particular page, or to the page at which reading finished on a previous occasion. The book may spread over a number of discs and, if the page required is not on the disc currently in use, the program will prompt the user to change the disc. Another group of commands allow the user to print one or more pages or to jot down their own notes for printing out at the end of a session.

So far, there may appear to be no real benefits over the traditional book format and, indeed, some disadvantages, as there are no illustrations, but just pages of text. However, it is in the area of searching the text that the power of the computer comes to the fore. The user can type in a word or phrase (of up to 25 characters) and ask the computer to search the entire book for its occurrence – when a reference is found, the relevant page is displayed, with the phrase highlighted, and the user can opt to study that page or to continue the search. No longer is the reader frustrated by situations where the indexer has not included the particular phrase that is wanted. Instead, they are encouraged to ask "I wonder if there are any references to . . ." and to explore the text.

History was never one of my strong points, but I found the opportunity to follow a line of investigation about the role of the workhouse irresistible. My only criticism is that the search is quite slow (about 2–3 seconds per page), so that the user might have to wait several minutes for the phrase to be found. The version reviewed was for the BBC and was written in Basic, and there would be a great improvement in speed if the search routine could be written in assembler; perhaps this may occur in a future release. If the phrase is not found within 10 pages, the user is offered the opportunity to cancel the search, thus avoiding the possibility of waiting 15 minutes while the computer searches for a mis-spelling!



Another strong point in favour of producing books in computer format is that the production and distribution costs are much lower. The average *Viewbook* contains about 300 screen "pages", totalling perhaps 60,000 words, and costs £15. However, the purchaser may then produce up to 20 copies, at a minimal cost – a lot less than the cost of duplicating a book, even if one was allowed to do so! The facility is also provided to save particular pages of the book as text files, which can then be inserted into the user's own word-processed documents and edited as required. The publishers have relaxed the copyright restrictions, so that any number of pages can be reproduced or stored in computers, provided that they are not distributed outside the establishment that has bought the programs.

If a school can provide one or more computers for general access, together with disc-based reference materials such as these, then the way is open to resource-based learning, instigated by the pupil, with the computer being used as an investigative tool. I cannot comment on the suitability of the material to the various courses offered in schools, as these were outside my own area of experience, but they are well presented, lucid accounts, prepared by specialists with substantial knowledge of the topics covered. They are also an excellent introduction to the use of the computer as an educational resource throughout the curriculum, an area which is likely to develop rapidly in the next few years, with the introduction of low-cost CD-ROM systems providing rapid access to very large amounts of data. It is an approach which other publishers would do well to consider for the future.

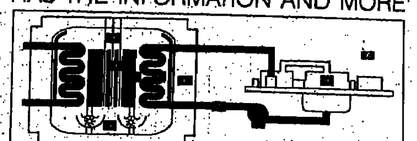
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SOFTWARE


Richard and Sally Greenhill

Discs for tackling adult literacy problems

Through the maze

JACQUETTA MEGARRY

Literacy software from ALBSU
Software on 40-track disc for BBC Micro, DFS format
Adult Literacy and Basic Skills Unit, Kingsbourne House, 229/231 High Holborn, London WC1V 7DA.

The problem of adult illiteracy in Britain is massive. Until recently it has received little attention and resources are still inadequate to combat it. Each year, at least 100,000 teenagers leave school with poor reading skills and great difficulty in composing, spelling or punctuating extended writing of any kind. It gets harder, not easier, for those whom compulsory schooling has failed to acknowledge their problems, let alone to solve them.

Computer software can readily be made individualized, interactive, patient and colourful. For those with literacy problems, it should also employ an adult vocabulary, eschewing childish rewards and jingles, and should be designed to make it easy for tutors to edit and adapt locally. Because micros are so recent, software also offers the important bonus that it is not mentally associated with the methods that failed in the past.

The Adult Literacy and Basic Skills Unit (ALBSU) offers a splendid range of materials for teaching literacy, numeracy and English as a second language (ESL). Their free colour catalogue lists a cornucopia of posters, books and tutor support material, beautifully presented and at reasonable prices. It also lists a range of software, and many schools could use such materials without modification for the large fraction (perhaps one sixth or more) of their pupils with literacy problems.

The output of the ALBSU Microcomputing Project has a strong house-style. Each title comes in simple packaging, with a concise teacher's booklet and a very modest price-tag. A leaflet for computer-novice tutors summarizes the main points about using disc-based software on the BBC micro. Apart from the misleading oddity of showing the Basic prompt as if to be typed in (eg "type >*CAT to catalogue the disc") it is both reliable and helpful.

Perhaps the most satisfying title was *Spelling* (£7) produced by the City of Bath Technical College on two discs. Aimed at those who "already read fairly well but have persistent difficulties with spelling", the discs provide 13 programs offering a variety of learning techniques. The approach is based on Cathy Moorhouse's excellent booklet *Helping Adults to Spell* (60p, also from ALBSU).

The techniques include flashing words on the screen for a short period after which the student writes, then types, the word and finally puts it into the context of a sentence. This program holds only 10 words and sentences but can also present the student's own. *Missing Pairs* is similar, except that the word appears afterwards with various pairs of letters missing. Again there are consolidation activities and students can use their own words.

Other programs encourage students to "underline the hard bit" and also to break words into smaller and more manageable pieces. Disc two follows up these approaches with programs that build compound words from their constituent parts, and also by combining root words with prefixes and suffixes. Subsequent programs introduce harder prefixes and suffixes, and invite the student to construct as many words as possible from randomly selected lists.

Disc two also offers a simple word search program in which letters are jumbled and the students' list of solution words is compared against a master checklist held by the program. Again the tutor can build up a library of individualized words. Almost inevitably, there is also a Hangman game, disappointingly ordinary in its implementation.

While none of the *Spelling* programs is in itself remarkable, between them the two discs offer a usefully varied treatment in the context of a sound theoretical model. Their adult approach has much to commend it with poor spellers of any age.

Also from Bath Technical College is a two-disc version of *Crosswords* (£7). As a way of stimulating students to puzzle over spelling and clues, the crossword has much to commend it. The first program generates a crossword grid, and the second allows you to add numbers and clues. The main puzzle program presents one of six standard puzzles by default, though students' own crosswords can be selected instead. There is also a utility to print out the crossword puzzle.

This suite of programs creates a comprehensive system for crossword puzzlers. Unfortunately, the programming seems rather amateur: the Escape key was not disabled, use of the system involves too much tedious disc-swapping and the generation of grids was agonizingly slow. The documentation contained several serious typographical errors; let's hope for a more professional second edition.

Punctuation (£7) teaches the discrimination between sentences and phrases, and invites the students to introduce new paragraphs where appropriate. Again the use of students' own sentences involves disc-swapping and I had reservations about the conventions for student response. Why ask a student to type an asterisk to signal a new paragraph when by pressing the Return key he could create a new paragraph visibly on the screen? Why not set a good example with at least one space between sentences in the model answers?

Multi-Maze and *Con-Word* (both £7) were produced by Croydon Adult Education Service and for me had less appeal than the Bath products. *Multi-Maze* essentially presents the student with a series of multiple-choice questions in order to make progress through a maze whose perspective is presented through straight lines. A plan of the maze is only available as an option, but without it I found it impossible to get my bearings. Presumably the activity of navigating through the maze is intended to motivate students to answer the questions. I found it intolerably boring.

Con-Word is quite different in style: it depends on the availability of a Concept keyboard (A3 or A4), and is meant for students who can recognize words and use them, but not necessarily spell or type them. The main activity is to sort and re-arrange words and sentences. Sample files are provided with stories (typically five sentences) and figures (15 numbers). Re-arranging a jumbled story into a possible sequence can be an interesting task (more so than putting figures into ascending order of magnitude), but will quickly pall unless relieved by other activities. For those with access to Concept keyboards (including primary and special schools), this software provides some useful exercises but disappointingly little freshness or humour. Constant disc-swapping is an irritation for single drive users.

These programs illustrate the scope for using "adult" software approaches to tackle literacy problems. They raise the tantalizing question of whether it might be more cost-effective to give students access to a good word processor with spellcheck software. Indeed, if, like *Wordwise Plus*, the word processor can support its own software, maybe the best of the ALBSU approach could be combined with a tool of direct practical utility to both students and tutors.

Anyone interested in pursuing that approach should obtain another recent ALBSU publication, *Word Processing and Language Skills* by Janet Leonard (£3), which provides a really first-rate systematic treatment. A series of 30 carefully-graded tasks build up language skills through the best possible medium – the student's own writing. Each task is clearly explained in a standard format which highlights pre-computer work, follow-up exercises and tutors' preparatory work.

Leonard's handbook is full of practical advice and forms an excellent follow-up to her earlier ALBSU/ILEA text, *Computers in Language and Literacy Work* (£2.50). It is comprehensive, concise and practical, and worth its purchase price for the appendices alone: the first two provide a succinct and up-to-date guide to choosing a word processor and a printer, the third is a useful glossary.

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Longman Micro Software, Longman Resources Unit, 62 Hallfield Road, York YO3 7XQ.

Both these simulations are simple and effective. They were devised by experienced economics teachers as part of Longman's *Understanding Economics* series. The software shows the lessons learned from the first generation of computer-assisted games. Both set up simple models which illustrate straightforward economic relationships.

Stock Market asks users to become economic analysts and predict how six companies' share prices might change as a result of certain news items. Each team is given a notional £100 and has to decide what, if any, shares to buy. The companies comprise a car firm, a steel producer, a petrol company, a housing corporation, a farm enterprise and an importer of electrical goods. Students have to consider how such firms will be affected by headlines such as "Petrol prices to rise again" and "Birth rate falls".

However, what students really have to decide is what will happen to the companies' share price as a result of the news item, which may be quite different. The game has a useful review feature whereby students can subsequently check how each news story did affect share prices. Most of the "shocks" are unambiguous, though "Public spending hits local government" is equivocal. The most useful aspect of the simulations is that students are forced to consider the effects of changes in economic variables such as exchange rates and interest rates on particular sectors of the economy. To link this with changes in stock market prices is a dubious procedure since the latter are influenced by technical and internal factors as well. Teachers would need to remind players that the model excludes all such extraneous factors.

The game is competitive: the team which makes the best predictions also makes the highest capital gain. This unrealistic objective – the single-minded pursuit of share appreciation – is not questioned. But as long as the supply and demand relationships rather than the stock market aspects are brought out, the exercise is worthwhile.

Sucker provides another clean-cut model in which students make managerial decisions about the operation of a company making vacuum cleaners. Ralph Cooke has deliberately kept the model simple so that students can identify the key cost and revenue relationships. In each round, students have to set a price for the product, having been told their fixed and variable costs and also a production target. The competitive market model means that if the cleaners are over-priced, unsold stocks accumulate. It is also possible to incorporate "shocks", such as "Report by the Consumers' Association that your product is a best buy", which change the demand for the product. One of these, "Row in the House of Commons over foreign competition on the UK vacuum cleaner market", reduces demand rather oddly by 20 per cent.

The simulation may be played individually or in up to 10 teams, and 12 monthly decision periods are permitted. The graphic displays are neat and clear, and the use of a printer enables groups to scrutinize hard copy of their past decisions. After a few rounds, students should have obtained quite a clear idea of the shape of the demand curve, and should also understand much more thoroughly the notion of "spreading overheads".

Both these CAL packages are recommended for GCSE economics and business studies courses. They teach mainstream ideas succinctly, and the financial and time costs are, unlike some earlier exercises, reasonable.



Foodstuff

Balance your Diet
Netherhall Software
ISBN 0 521 32138 7
BBC 40/80 track disc, £17.50; Econet £32.50; RML 380/480Z and Nimbus £17.50; Apple II £20; all prices excl VAT
Cambridge University Press, The Edinburgh Building, Shaftesbury Road, Cambridge, CB2 2RU.

Balance your Diet is a title which conjures up in its simplicity possible solutions to many problems for the teacher and pupil of home economics. However, in reality this pack serves to demonstrate the complexity of this area of study and the limitations to be wary of in related software.

The handbook is explicit and reproducible worksheets are provided. They are the starting point for the pupil, who is asked to record a day's diet and to convert foods from a given list to their representative code number and weight per portion. This process enables the pupil to see how diverse the foodstuffs are that we consume as he/she will find it inordinately difficult to correlate their diet to the given list. The resultant data are used in conjunction with the program, and the screen shows a bar chart comparison between each of the food items and their total, and the recommended daily allowance (according to the age and sex of the user) of a limited number of nutrients. This is rather a slow process but it does assist to dispel the idea of foods as being composed of one nutrient. The pupil is then asked to record these results and to answer questions.

The next phase is for the teacher to choose from a number of ideas which are given as follow-up work. One, for example, is to edit and improve a diet, add a second for comparison, and then remove either to make way for a third. The permutations are endless.

Perhaps it is important to note that tucked in the preamble of this pack is the statement that it was "originally developed to make diet analysis a feasible and interesting exercise for secondary school students with poor numeracy". It certainly does remove the drudgery of the otherwise necessary referral to food tables but within the given constraints one must question its value. Software in this field has a long way to go – beware.

DEIRDRE DEE

PRIMARY HEADSHIPS
continued

HERTFORDSHIRE
ST NICHOLAS CE (VA) JMI SCHOOL
Six Hills Way, Stevenage, Herts.
Group 4
Applications are invited for the HEADSHIP of this school which becomes vacant at Easter 1988. The Governors would welcome applications from practising Christians, particularly from communicant members of the Church of England.
Application form and further details from: Divisional Education Officer, The Grange, High Street, Stevenage, Herts SG1 3BD. Relocation expenses (up to £4000) and mortgage subsidy scheme in approved cases. Closing date 5 November, 1987.
Please quote ref: TES2. (20594) 110010

HERTFORDSHIRE
MARTINDALE J.M.I. SCHOOL WITH NURSERY CLASS
Boxted Road, Hemel Hempstead
Group 4
Applications are invited for the HEADSHIP of this school for April 1988, on the retirement of the present holder.
Relocation expenses may be payable.
Forms and further details from the Divisional Education Officer, The Bury, Queensway, Hemel Hempstead, Herts. HP1 1UQ. (s.a.e. please).
Closing date: 6th November 1987.
(20592) 110010

HILLINGDON
LONDON BOROUGH OF HILLINGDON
WILLIAM BYRD PRIMARY SCHOOL
Victoria Lane, Harlington, Hayes UB3 5EU
Headteacher: R. Pearson
HEADTEACHER
Required as at May 1988 a suitably qualified and experienced teacher for this Group 5 Headship.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50451) to whom they should be returned as soon as possible and not later than 6 November 1987.
Outer London Allowance Payable. (20218) 110010

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities Employer welcoming applications from all sections of the community
LEYLAND WOODLEA COUNTY
Preston
(195 on Roll)
HEADTEACHER
(Group 4)
Required 1st January, 1988 or as soon as possible.
For application forms and addresses to whom completed forms should be sent, send SAE (foolscap) to the Chief Education Officer, PO Box 61, County Hall, Preston PR1 8RJ.
Closing date: 29th October, 1987. (20202) 110010

HILLINGDON
LONDON BOROUGH OF HILLINGDON
WHITEHALL INFANT SCHOOL
Cowley Road, Uxbridge UB8 2LX
Headteacher: Mrs E.M. Davies M.A.
HEADTEACHER
Required as at January 1988 a suitably qualified and experienced teacher for this Group 4 Headship.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50451) to whom they should be returned as soon as possible and not later than 30 October 1987.
Outer London Allowance Payable. (20217) 110010

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BRIDGE JUNIOR SCHOOL
Mere Close, off Mere Road, Leicester LE5 3DL
NOR 260
Group 4
HEADTEACHER
Required for January/April 1988 in this thriving Junior School in an inner urban area with a multi-cultural community of approx. 240 pupils.
Further details and application form available from the Director of Education, County Hall, Glenfield, Leicester LE3 8RF (SAE). To be returned not later than 9th November 1987. Previous applicants will be considered. (20906) 110010

NORTHUMBERLAND
NEWBIGGIN BY THE SEA MOORSIDE COUNTY FIRST SCHOOL
Group 5, 4-9 First School of 260 pupils
HEADTEACHER
Required from January 1988. Removal expenses and lodging allowance payable in approved cases.
Application forms and further details obtainable by forwarding a foolscap s.a.e. to the Director of Education, County Hall, Morpeth NE61 2EF.
Closing date 30th October 1987. (20832) 110010

SHROPSHIRE
EDUCATION COMMITTEE
AN EQUAL OPPORTUNITY EMPLOYER
PRIMARY HEADSHIP (Group 4)
Required Easter, 1988
WHITCHURCH C.E. (CONTROLLED) INFANT SCHOOL
Station Road, Whitchurch, Shropshire SY13 1JR
Further Details and Application Forms (send s.a.e.) from: The County Education Officer, Education Department, Shirehall, Shrewsbury SY2 6ND. (19383) 110010

SOLIHULL
EDUCATION COMMITTEE
KINETON GREEN INFANT SCHOOL
Kineton Green Road, Solihull, West Midlands B92 7EB
Tel: 021-706 3873
Required Easter 1988, HEAD TEACHER (GROUP 3).
Send S.A.E. to Director of Education for details and application form. P.O. Box 20, Council House, Solihull, West Midlands B91 3QU. Closing Date: 13th November, 1987. (19375) 110010

Come and teach in Kent

HEADSHIPS

EAST KENT AREA
Dame Janet County Infants School, Newington Road, Ramsgate, CT12 6QB. Group 4
Applications are invited for this appointment at this school from April 1988.
Further details and application forms available from the Area Education Office, 78 London Road, Canterbury, CT2 8LT.
Closing date: 30th October 1987 (SAE please)

WEST KENT AREA
St. Margaret Clitherow R.C. Primary School, Trench Road, Tonbridge, Kent. Group 4. Roll 250 max.
The Governors invite applications for this post to take up duties as soon as possible after 1st January, 1988. Candidates should be experienced and well qualified, practising Roman Catholics holding the Catholic Teachers Certificate.
Further particulars and application forms may be obtained from the Area Education Officer (Ref: PT/SD) 39, Grove Hill Road, Tunbridge Wells TN1 1SL, to whom they should be returned by 6th November, 1987.

SOUTH KENT AREA
Charing CE (Aided) Primary School, Charing, Ashford TN27 0JN. Group 4
Applications are invited for this post from 1st September 1988. Applicants should be active members of the Church of England.
Application form and further details available from the Clerk to the Governors, Charing CE (Aided) Primary School. (S.A.E. please).
Closing date: 6th November 1987.

DEPUTY HEADSHIPS

NORTH WEST KENT AREA
Northcourt County Primary School, Dickens Road, Gravesend, Kent DA12 2JY.
Applications are invited for this post of Deputy to newly appointed Headmistress.
Northcourt school is a multi-ethnic social priority school. At present it is a Group 6 school, Infant and Junior mixed with nursery and tutorial unit on site.
Closing date for applications 30th October 1987.
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
Sittingbourne, Barrow Grove County Junior School, Homewood Avenue, Sittingbourne, ME10 1XN. Group 5
Required for April 1988. Since the previous holder has been appointed a Lecturer at Christchurch College, applicants are now invited from suitably qualified, enthusiastic and energetic teachers, who are able to offer a significant and imaginative contribution to the further development of Mathematics, Science/C.D.T. The successful candidate will work closely with the Head and be expected to play a leading role in Parent/Teacher relations.
Further information can be obtained from the Headteacher and a visit to the School by arrangement.
Closing date: 28th October 1987.

SOUTH KENT AREA
The Powell County Primary School, The Linces, Buckland, Dover CT16 2BN.
Required for this Group 4 school from the beginning of Summer Term 1988.
Closing date: 30th November 1987.

MAIN SCALE INCENTIVE B

MID KENT AREA
South Borough C.P. Junior School, Loose Road, Maidstone, ME15 6TL. (Roll 422)
Enthusiastic, experienced teacher required for the development and co-ordination of Language, Reading and Drama throughout the school, required January/April 1988. Incentive allowance B. Previous applicants will be re-considered automatically.

SOUTH KENT AREA
South Deal CP School, Mill Road, Deal, Kent CT14 9BG.
Required for Spring (or Summer) 1988 experienced teacher for Head of Middle School department (Main Scale + Allowance B) for this Group 6 school.
Closing date: 30th October 1987.
Re-advertisement: Previous applications remain under consideration.

MAIN SCALE

NORTH WEST KENT AREA
Culverstone Green County Primary School, Culverstone, Meopham, Kent, DA13 0RF. Infants and Juniors 150
An experienced teacher required for reception class in this growing school. (January 1988). Please state special interests.
Further details from the Headmaster (Fairseat 822568).
Informal visits most welcome.
Possibility of help with temporary housing in approved cases.

High Firs County Primary School, Court Crescent, Swanley, Kent BR8 8NR.
Enthusiastic Teacher (Main Professional grade) initially required for infants but applicants should be willing to teach across the primary age range.
Please state specific interests.
The school is pleasantly sited on a private estate.
Closing date: 30th October 1987.
Possibility of help with temporary housing in approved cases.

Maypole County Primary School, Old Bexley Lane, Maypole Estate, Bexley, Kent DA5 2BN.
Teacher for middle juniors required for January 1988. An ability to contribute to one or more of the following curriculum areas would be helpful: Science, CDT, Music, Humanities, Physical Education. Visits to the school are welcome and interested teachers should telephone the Headteacher on (0322) 523830 for a convenient appointment.
Possibility of help with temporary housing in approved cases.

NORTH KENT AREA
St. Mary's R.C. Schools, Ingram Road, Gillingham, ME7 1YL.
The Infant and Junior Schools combine on separate sites in January, 1988 pending new buildings in 1988.
Teacher required for January, 1988. This exciting development offers the opportunity for curriculum and career development so please suggest your educational strengths and preferred age groups.
Applications by letter initially with two referees to Mr. F. McConnell, at the school. Please telephone (Medway 50218) to visit or for more details. C.T.C./practising Catholic preferred as soon as possible.

MID KENT AREA
Brookfield CP School (Infant Department), Swallow Road, Larkfield, Maidstone, ME20 6PY.
Teacher for January 1988. Please state special areas of interest.

Brunswick House CP School, Buckland Road, Maidstone, ME16 0SD. Roll 215
Enthusiastic Teacher of Juniors for January 1988. Able to take responsibility for Physical Education throughout the school. College leavers welcomed.
Applicants are welcome to telephone the Headteacher for further details on 0622 82102.
(63727)

KENT County Council

Unless otherwise stated, applications should be sent to the Head of the School concerned (SAE please).

HEADTEACHER
Required Easter 1988
Applications are invited from suitably qualified teachers for the following Headship.
RAMSEY COUNTY PRIMARY SCHOOL (GROUP 3)
The Street, Ramsey, Harwich.
Removal and relocation expenses of c.£4000 are available for those who qualify.
Application forms and details from the County Education Officer, P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD. Tel. (0245) 492211. Ext 30260.
Closing date: 6th November 1987 (62392)
ESSEX County Council

SURREY COUNTY COUNCIL
• FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
• Temporary housing may be available.
• Generous relocation expenses in approved cases.
HEADSHIP
SPELTHORNE COUNTY MIDDLE SCHOOL, Feltham Hill Road, Ashford Common, TW15 1SH Est NOR Jan 1988 – 229
HEADTEACHER required from April 1988 for this Group 4 Middle school for pupils aged 8-12 years.
Salary Scale £17,001 pa.
Application form and further details from the North East Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ (SAE please).
Closing date: 30 October 1987. 52365

EDUCATION DEPARTMENT
Headteacher
Gossops Green First School, Crawley
Salary: Group 5
Required April 1988 for this Group 5 school for pupils aged 5-8 years. The school was built in 1958 and reorganised from 1985 benefitted from a substantial building programme.
Assistance will be given towards removal and resettlement expenses in appropriate cases.
Application form and further details available from Area Education Officer, Goffs Park House, Horsham Road, Crawley, Sussex on receipt of a s.a.e.
(62385)
west sussex

PRIMARY HEADSHIPS
continued

NORTHAMPTONSHIRE

GREATWORTH C.P. SCHOOL
Helmdon Road, Greatworth, Banbury, Oxon. OX17 2EA

APPOINTMENT OF HEAD TEACHER - GROUP 2
Required for April 1988 or earlier if possible, an able and enthusiastic teacher as Head of this small village school in the South of the County.

Number on roll - 67.

Closing date - 30th October.

Further details and application forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX.

Northamptonshire welcomes application regardless of marital status, sex, race and disability. (20238) 110010

SOMERSET
COUNTY COUNCIL

SHEPTON MALLET COUNTY INFANTS SCHOOL
Shepton Mallet

(NOR 129)

For April 1988, Head (Group 3).

Application form and further details (large sae please) from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset TA1 4DY. Closing date 26th October.

AN EQUAL OPPORTUNITIES EMPLOYER. (19359) 110010

SOMERSET
COUNTY COUNCIL

PARCROFT COUNTY JUNIOR SCHOOL
Yeovil

(NOR 296)

For April 1988, Head (Group 6)

Application form and further details (large sae please) from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset TA1 4DY. Closing date 26th October.

AN EQUAL OPPORTUNITIES EMPLOYER. (19360) 110010

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
URMSTON INFANT SCHOOL
Wycliffe Road, Urmston M31 3AH
HEAD GROUP 4
Required from Easter 1988 or sooner is possible. Applications are invited from suitably qualified and experienced teachers.
Application forms and further details are available from the Chief Education Officer, Trafford MBC, PO Box 19, Town Hall, Tatton Road, Scale M33 1YR. Tel: 061-872 2101, Ext. 3126. Closing date 6th November 1987.
This is a re-advertisement and previous applicants will be considered and need not re-apply. (20939) 110010

WARWICKSHIRE

APPOINTMENT OF HEAD

LONG ITCHINGTON CE FIRST SCHOOL
Long Itchington, Rugby CV23 8PN

Applications are invited from suitably qualified and experienced teacher for the post of Head of this Group 2 school (69 on roll) with effect from Easter 1988.

Application form and further details may be obtained from the County Education Officer, (ref: SCH/JT), 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 6th November 1987. (19385) 110010

WARWICKSHIRE

APPOINTMENT OF HEAD

MAPPLEBOROUGH GREEN CE JUNIOR AND INFANT SCHOOL
Henley Road, Mappleborough Green, Studley, Warwickshire B80 7DR

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 1 school (46 on roll) with effect from Easter 1988.

Application form and further details may be obtained from the County Education Officer, (ref: SCH/JT), 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 6th November 1987. (19384) 110010

WARWICKSHIRE

APPOINTMENT OF HEAD

LITTLE COMPTON JUNIOR AND INFANT SCHOOL
Little Compton, Moreton-in-Marsh, Glos. GL56 0SL

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 1 school (34 on roll) with effect from Easter 1988.

Application form and further details may be obtained from the County Education Officer, (ref: SCH/JT), 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 6th November 1987. (20654) 110010

WARWICKSHIRE

APPOINTMENT OF HEAD

RACEMEADOW FIRST SCHOOL
Ratcliffe Road, Atherstone CV9 1LT

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 4 school (192 on roll) with effect from Easter 1988.

Application form and further details may be obtained from the County Education Officer, (ref: SCH/JT), 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 6th November 1987. (20656) 110010

WARWICKSHIRE

APPOINTMENT OF HEAD

LEAMINGTON HASTINGS CE FIRST SCHOOL
Leamington Hastings, Rugby CV23 8EA

Applications are invited from suitably qualified and experienced teachers for the post of Head of this Group 2 school (62 on roll) with effect from 1st September 1988.

Application form and further details may be obtained from the County Education Officer, (ref: SCH/JT), 22 Northgate Street, Warwick CV34 4SR, to whom completed forms should be returned by 6th November 1987. (20655) 110010

ST. CATHERINE'S R.C. J.M.I. SCHOOL,
Vale Drive, Barnet, EN5 2ED.
Roll: 295

Required September, 1988

HEAD TEACHER
GROUP 5

Applications are invited from suitably qualified and experienced candidates. Practising Catholic and holders of the Catholic Teachers' Certificate preferred.

Removal expenses and separation allowance available.

Application forms and further details, (foolscap s.a.e.) available from the Director of Educational Services, Friern Barnet Town Hall, N11 3DL and returnable to the Chairman of the Governors, Rev. J.M. Murphy, 82 Union Street, Barnet, EN5 4HZ by 6th November, 1987.

52360

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES
LONDON BOROUGH barnet

BRENT EDUCATION

CURRICULUM CO-ORDINATOR FOR LANGUAGE — Main Grade + A. PART TIME (0.5) LEARNING SUPPORT TEACHER — Main Grade

BRENTFIELD JUNIOR MIXED AND INFANT SCHOOL AND NURSERY, 41 & 43 Meadow Garth, NW10. Tel: 965 5326. Roll: 320.

Required from January 1988 —
CURRICULUM CO-ORDINATOR FOR LANGUAGE — Main Grade + A, B, C, D, E. An experienced teacher required to take responsibility for Language across the curriculum. The successful candidate would be expected to review and develop the school's language policy.

Required from January 1988 —
Part-time (0.5) LEARNING SUPPORT TEACHER. An experienced, enthusiastic teacher (Main Grade) to work closely with other colleagues developing an appropriate curriculum for all of our children.

PART TIME (0.5) PRIMARY TEACHER — Main Grade

NORTHVIEW JUNIOR MIXED AND INFANT SCHOOL, Northview Crescent, NW10 1RD. Tel: 01-450 7982.

Required as soon as possible —
Part-time (0.5) PRIMARY TEACHER to work alongside class teachers.

HEADTEACHER — Group 6

SUDBURY INFANTS' SCHOOL, Watford Road, Wembley, Middlesex HA0 3EY. Tel: 01-904 6438

Required as soon as possible —
HEADTEACHER — Group 6. Applications are invited from teachers with successful experience of leading initiatives in primary education. Such experience may have been gained as a deputy head, or alternatively as a curriculum leader, advisory teacher or support service teacher.
The successful candidate will have a sound knowledge of the primary curriculum, and a clear commitment to raising educational standards; will be familiar with race equality and gender equality issues in education, and be keen to implement and develop LEA policies in these fields; and will have successful experience of working closely with parents and the local community.
All Brent's primary schools are fully staffed in Autumn 1987, there are many new curriculum developments and in-service initiatives. If you would like to be involved in these, and to help lead and inspire them as a primary headteacher, we should like to hear from you.
Sudbury Infants has a roll of 380 including the nursery. There are 4 classes in each year group and a part-time nursery which takes 40 in each of 2 sessions. The children come from varied backgrounds with a large proportion being from the local Asian Community.
Applications from members of the black community are particularly welcome subject to Section 38(1)(b) of the Race Relations Act 1976.
Application forms and further particulars are available (very large SAE please) from the Director of Education, London Borough of Brent, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex HA9 7RW returnable within 12 days or telephone Mr R Thornton (01-900 5426).

DEPUTY HEADTEACHER — Group 4

SALUSBURY JUNIOR SCHOOL, Salusbury Road, Kilburn NW6. Tel: 01-624 0311

Required as soon as possible —
DEPUTY HEADTEACHER (Group 4). Applications are invited from teachers keen to join a hard working and enthusiastic team in a school committing itself to raising pupil attainment, to parental and community involvement and the implementation of Race and Gender Equality policies.
The Deputy Headteacher will work in partnership with the Headteacher and share responsibility for the organisation and management of the school. All candidates are expected to have a proven record of implementing Race and Gender Equality policies, and experience of building links with parents and the community. Candidates should have successful experience of formulating, leading and co-ordinating curriculum initiatives. They should be prepared to take an active role in staff development and school-based in-service and be capable of working collaboratively with staff. Visits welcome.
Applications are particularly welcome from members of the black communities and as such Section 38(1)(b) of the Race Relations Act 1976 applies.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS.

UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE WITHIN 14 DAYS.

Brent is fundamentally committed to multi-cultural education.

Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.

London Weighting of £1213 per annum is made.

BRENT IS AN EQUAL OPPORTUNITY EMPLOYER

To: The School/Office TES

I am interested in the post of

Please send me further information

Name

Address

WHYBRIDGE INFANT SCHOOL
(Roll 242)
Ford Lane
Rainham RM13 7AH
Telephone: Rainham 51712
Headteacher: Miss B. M. Neun
Required for April 1988

DEPUTY HEADTEACHER GROUP 4

following the promotion of the present postholder. An experienced and enthusiastic able infant teacher is required to join a committed, competent team and to take a lead in several curriculum areas.

Application forms and further details are available (sae) please from the Director of Educational Services (Ref: STAFFING/DHT) Mercury House, Mercury Gardens, Romford, RM1 3DR.

Havering

Previous applicants will automatically be reconsidered.

Closing date: 30th October 1987.

(52355)

Deputy Headships (inc. Second Masters/Mistresses)

BERKSHIRE
ROYAL COUNTY OF BERKSHIR
ST. EDWARDS R.C. FIRST SCHOOL
Parsonage Lane, Windsor
N.O.R. 150 (5-9 years)
Required Easter 1988, or sooner if possible a Deputy Headteacher (Group 4). Applications are invited from committed enthusiastic teachers who must be practising Roman Catholics.
The successful applicant will be joining a vigorous hard-working team and must have the ability to play a teaching role in school curriculum development. The school has strong parental support and involvement. Visits to the school are welcome - please contact Headteacher (Tel: Windsor 860607) for further details.
Applications to Very Rev. Canon Hetherington, 44 Alma Road, Windsor.
Closing date: 2 November, 1987.
An Equal Opportunity Employer. (20580) 110012

DORSET
ALL SAINTS C.E. (CONTROLLED) PRIMARY SCHOOL
Bishops Cundle, Sherborne
DEPUTY HEAD TEACHER (below Group 4)
Required from April 1988. To be involved in curriculum development, co-ordination and evaluation.
Application forms, returnable to the Head Teacher by 30th October and further details from the Education Staffing Officer, County Hall, Dorchester DT1 1XJ (foolscap s.a.e.). (20948) 110012

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
THE COOMBS INFANT SCHOOL
School Road, Arborfield, Reading RG2 9NX
Required January 1988, an Enthusiastic and innovative Deputy Headteacher for this Group 3 Infant School. Applicants must be committed to co-operative teaching. The successful applicant should have the necessary skills to play a leading role in all areas of the curriculum.
Applications to the Head, enclosing C.V. and names and addresses of 2 referees. (SAE).
Closing date:- 22 October 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (20678) 110012

ST. JOSEPH'S R.C. INFANT SCHOOL,
Watford Way, Hendon. NW4 4TY.
Roll: 237. Tel. No. 202 9852

Required April, 1988

DEPUTY HEAD TEACHER
GROUP 4

Applications are requested from teachers with an interest in early childhood education and a commitment to an integrated approach for the above position in this Group 4 Infant and Nursery school. Catholic Teacher's Certificate essential. Visits to the school welcome.

Previous applicants will be re-considered.

Removal expenses and separation allowance available.

Application forms, (foolscap s.a.e.) available from the Director of Educational Services, Friern Barnet Town Hall, N11 3DL and returnable to the Chairman of the Governors, at the school by 6th November, 1987.

52359

AN AUTHORITY COMMITTED TO EQUAL OPPORTUNITIES
LONDON BOROUGH barnet

EDUCATION

● PRIMARY ●

Deputy Head Group 6

You should have varied experience, be able to share ideas and give a lead in curriculum development. You must be a practising Christian, and preferably a communicant.

St. Laurence C.E. Junior School.

Application forms to be obtained from the Chair of Governors, The Rectory, Rectory Road, Northfield, Birmingham B30. Closing date 6th November 1987. Job sharers welcome.

Birmingham
The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability.

COULSDON C. OF E. PRIMARY SCHOOL
BRADMORE GREEN, OLD COULSDON, SURREY, CR3 1ED.

Deputy Head Teacher

Applications are invited from creative and enthusiastic teachers with wide experience within the Primary age range. The appointed person will be expected to take a significant part in management and curriculum development. Applications especially welcomed from practising Christians. Applicants are asked to enclose a statement of their educational philosophy with their application.
Forms available from The Reverend John Wiltshire, The Rectory, 232 Coulsdon Road, Old Coulsdon, Surrey, CR3 1ED; telephone Downlands (07375) 52152. PLEASE RETURN TO THE REVEREND JOHN WILTSHIRE.
Salary: Deputy Head Teacher, Group 4, plus London Weighting. Tenable: Easter 1988.
Closing date 6th November, 1987.

(53407)

CROYDON EDUCATION

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
ST. MARY'S C. OF E. (AIDED) COMBINED SCHOOL
School Lane, Amersham HP7 0EJ
(Group 4)
Head: R.G.V. Durrant
Applications are invited from enthusiastic teachers with experience across the whole primary age range for the post of Deputy Head in September 1988. The person appointed will be expected to offer a strong lead in one or more areas of the curriculum. All applicants will be expected to participate in the ethos of a C. of E. Aided School.
Application form and details available from the Education Officer, Council Offices, King George V Road, Amersham, Bucks, HP6 5BY. Closing date 1st November 1987. (20292) 110012

PRIMARY DEPUTY HEADSHIPS
continued

BUCKINGHAMSHIRE
MILTON KEYNES AREA
SPRINGFIELD COUNTY MIDDLE SCHOOL
Springfield Boulevard, Springfield, Milton Keynes MK6 3HW
DEPUTY HEADTEACHER - GROUP 6
Required from April 1988 at this Middle School catering for the 8 to 12 age range. This post offers an exciting and challenging opportunity to join a highly committed team at this well resourced school.
In approved cases, the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, A. Flack B.A., at the Milton Keynes Area Education Office, 1 Witan Gate East, Central Milton Keynes MK9 2BE, on receipt of an A5 stamped addressed envelope.
Closing Date 30th October 1987. (20901) 110012

BUCKINGHAMSHIRE
MILTON KEYNES AREA
MOORLAND COUNTY FIRST SCHOOL
Mullin Drive, Beanhill, Milton Keynes MK6 4ND
DEPUTY HEADTEACHER - GROUP 3
Required from April 1988, or earlier if possible, a Deputy Headteacher for this purpose built school catering for five to eight year old children.
Candidates should have a commitment to providing quality first hand experience and be able to take a leadership role in the school.
In approved cases, the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, A. Flack, B.A., at the Milton Keynes Area Education Office, 1 Witan Gate East, Central Milton Keynes, MK9 2BE, on receipt of an A5 stamped addressed envelope.
Closing Date 30th October 1987. (20899) 110012

BUCKINGHAMSHIRE
MILTON KEYNES AREA
GERMANDER PARK COUNTY FIRST SCHOOL
1 Germander Lane, Conniburrow, Milton Keynes MK14 7DU
DEPUTY HEADTEACHER - Group 5
Required from April 1988, or later if possible, a caring, experienced teacher keen to accept a major share in the schools management and organisation.
In approved cases, the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Education Officer, A. Flack, B.A., at the Milton Keynes Area Education Office, 1 Witan Gate East, Central Milton Keynes MK9 2BE, on receipt of an A5 stamped addressed envelope. Closing date 30th October 1987. (20898) 110012

DEVON
COUNTY COUNCIL.
Please see display advertisement on Page 65. (19298) 110012

ESSEX
EPPING COUNTY JUNIOR SCHOOL
St. John's Road, Epping
Tel: Epping 72496
(Roll: 232)
DEPUTY HEADTEACHER (GROUP 5)
Required January 1988.
Applications are invited for experienced and enthusiastic teachers able to play a leading role in curriculum development and management of the school.
Please state particular interests and abilities.
Application forms available from and returnable to the Area Education Office, St. John's Road, Epping CM16 5JB.
Closing date: 6th November, 1987.

RE-ADVERTISEMENT.
Previous applicants automatically considered.
QUARRY HILL COUNTY JUNIOR SCHOOL
Lodge Avenue, Grays, RM17 5UT
Tel: Grays Thurrock 372099
(Roll: 232)
DEPUTY HEADTEACHER - GROUP 4
£309 (s.a. + £201 S.P.A.
Required Easter.
Talented class teacher with clear understanding of individual children's needs. To lead colleagues by example in curriculum organisation/development.
Vacancy results from promotion.
Relocation expenses of £4,000 available to those who qualify.
Send large s.a.e. to S.W. Area, Education Office, The Gore, Basildon SS16 5RX, for form and details.
Closing date: 30th October, 1987. (22921) 110012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
THE MERTON PRIMARY SCHOOL
Merry Drive, Syston, Leicester
NOR 234
Head: Mr K.D. Anthony.
Group 5
DEPUTY HEAD.
Required at this open-plan school where we are developing a co-operative approach to teaching. The school ... a modern private ... development and the ... of a 150-place extension ... commences in 1988. ... contact the Headteacher ... forms (sae). 110012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HUMBERSTONE JUNIOR SCHOOL
Main Street, Humberstone, Leicester LE5 1AE
NOR 298
Head: Miss M.F. Naylor
Group 5
DEPUTY HEAD
Required January 1988. Applications are invited from experienced and enthusiastic teachers for this well established pleasant surburban junior school.
Closing date: 26th October 1987.
Please contact the Headteacher for further details and application form (sae). (20771) 110012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
IMPERIAL AVENUE INFANT SCHOOL
Imperial Avenue, Leicester LE3 1AH
Headteacher: Mrs I. Blonch
NOR 257
Group 5
DEPUTY HEADTEACHER
Required January/April, for this pleasantly situated inner city multi-cultural nursery/infant school.
Closing date: 26th October 1987.
Please contact the Headteacher for further details and application forms (sae). (20772) 110012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BARWELL COUNTY INFANT SCHOOL
Townend Road, Barwell, Leicester LE9 8HG
Headteacher: Mrs. P. J. Sanchez
DEPUTY HEAD TEACHER GROUP 4
Required for January/April 1988, an experienced and enthusiastic teacher with an interest in school management and the curriculum to join an enthusiastic and hardworking team, closing date: 26th October 1987.
Please contact the Headteacher for further details and application forms (s.a.e.). (20797) 110012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BARLEY CROFT PRIMARY SCHOOL
Malham Close, Beaumont Leys, Leicester
N.O.R. 319
Head: Mr. J.V. Drinkwater
GROUP 5
DEPUTY HEAD
Required for this modern open-plan school for January 1988.
Candidates will be asked to take an active interest in the development of affective special needs help in the school.
Please contact the Headteacher for further details and application forms (s.a.e.). (20907) 110012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ST. LUKE'S C. OF E. PRIMARY SCHOOL
Thurnby, Leicester LE7 9PN
NOR 138
DEPUTY HEAD GROUP 3
Headteacher:- Mr A.S. Crompton
Required for the 4+ to 10+ village school owing to the retirement of the present postholder. Appointment from April 1988.
For further details please apply to the Headteacher enclosing a large stamped addressed envelope. Closing date: 6th November 1987.
(19044) 110012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HUNCOTE COUNTY PRIMARY SCHOOL AND COMMUNITY CENTRE
Denman Lane, Huncote, Leicester LE9 5AL
NOR 213 Headteacher Mr D.J. Owen
DEPUTY HEAD GROUP 4
DEPUTY HEADSHIP - Required for April 1988 or sooner if possible. Applications are invited from committed, adaptable teachers with extensive and varied experience in Primary Education for the Deputy Headship of this County Primary School and Community Centre. Evidence of high quality classroom practice, leadership, initiative and organisational ability essential.
Closing date 30th October 1987.
Please contact the Headteacher for further details and application forms (sae). (19045) 110012

NORTHAMPTONSHIRE

BRIXWORTH VC PRIMARY SCHOOL
Froxhill Crescent, Brixworth, Northampton NN6 9BG

APPOINTMENT OF DEPUTY HEAD - GROUP 5

Required for April 1988, or earlier if possible, an enthusiastic teacher as Deputy Head of this large village primary school. Number on roll in September - 370.

Closing date - 30th October.

Details and application forms (s.a.e.) available from the County Education Officer (Ref. MH), Northampton House, Northampton NN1 2HX.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (20237) 110012

OXFORDSHIRE
COUNTY COUNCIL
OUR LADY'S RC FIRST SCHOOL
Oxford Road, Cowley, Oxford OX4 2LF
Required for January 1988 a Deputy Head for this Group 3 School practising Roman Catholics preferred.
Further details and application forms available from the Headteacher. SAE please.
An Equal Opportunity Employer. (20208) 110012

SUNDERLAND
BOROUGH OF SUNDERLAND
EDUCATION DEPARTMENT
HAVELOCK PRIMARY SCHOOL
(GROUP 7)
Required for January, 1988, or as soon as possible thereafter:-
DEPUTY HEADTEACHER (Group 7)
Applications are invited from experienced teachers for the post of Deputy Headteacher of this Group 7 school.
The person appointed will be expected to play a prominent role in the shared management of this school. Particular responsibilities will relate to:
i) curriculum development throughout the school.
ii) liaison with the INSET Co-ordinator.
iii) assistance in the review and documenting of internal organisation.
iv) liaison with the newly formed Parents' Association.
Application forms are obtainable from the Director of Education, P.O. Box 101, Town Hall & Civic Centre, Sunderland SR2 7DN, on receipt of a stamped addressed foolscap envelope to be returned by 30th October, 1987. (22943) 110012

WALSALL
METROPOLITAN BOROUGH COUNCIL
DEPUTY HEADTEACHER
Group 5
Required as soon as possible, a good Deputy Head Teacher with good primary experience to take a leadership role in curriculum development and share in the management of this lively primary community school. Visits to the school are welcome.
Application forms and further details available from the Headteacher, Birchills C.E. JMI School, Farringdon Street, Walsall, West Midlands.
Closing date: 26th October 1987.
Walsall is an Equal Opportunity Employer.
(20839) 110012

WEST SUSSEX
MANOR FIELD C.P. SCHOOL
Junction Road, Burgess Hill, West Sussex RH15 0PZ
SENIOR MASTER/MISTRESS LANGUAGE DEVELOPMENT
(Group 8)
We are looking for an able and enthusiastic teacher to take responsibility for language development across the curriculum who has also a well developed perspective of the primary school curriculum committed to high academic standards and the development of willing autonomous learners. An effective member of the senior management team, efficient in the organisational dimension and with the oversight, planning, co-ordination and monitoring of the English curriculum throughout the School. Of equal status to the Deputy Head.
Application form and details from: Mid-Sussex Area Office, Bockworth House, Black Hill, Lindfield, West Sussex RH16 2DU. S.A.E. please.
Closing Date: Two weeks from the appearance of this advertisement.
(22008) 110012

Main Scale Incentive B

BARNET
LONDON BOROUGH
REQUIRED JANUARY, 1988
OSIDGE J.M.I. SCHOOL
Chase Side, Southgate N14 5HD
Tel: 01-886 7108
Roll: 417
Experienced teacher to undertake a key role in this 2 F.E. J.M.I. School. Currently the post-holder has responsibility for a top Junior Class and girls sports but other specialisms will be considered.
Special responsibilities include girls welfare; INSET co-ordination; Student and Probationary teacher liaison. Incentive Allowance B (£1,002).
Removal expenses and separation allowances available.
Applications by letter in the first instance no later than 25th October - marked confidential and addressed to Mr. J. Hedge, Headmaster, Osidge School, Chase Side, Southgate N14 5HD. (20248) 110036

BERKSHIRE
LITTLEDOWN SCHOOL
Littledown Road, Slough SL1 3QL
Required for January 1988. Infant or Junior teacher (main scale plus incentive allowance B). The school provides a mainstream curriculum for children who have experienced learning and behavioural difficulties. Close links are maintained with local primary schools because we aim to reintegrate pupils into mainstream.
Further details and application form available from the acting Headteacher, Mrs Harris.
Closing date: 30th October.
An Equal Opportunity Employer. (20683) 110036

BROMLEY
WORSLEY BRIDGE JUNIOR SCHOOL
Brackley Road, Beckenham, Kent BR3 1RF
Tel: 01-650 2977
For January, an enthusiastic teacher (Main Professional Grade) willing to take some responsibility for Mathematics and/or games, E.g., Athletics, Football to join a hard-working staff team.
Details/Application forms from and returnable to the Head Teacher (large S.A.E.) by 23rd October 1987.
(22358) 110036

EALING
LONDON BOROUGH
EDUCATION SERVICE
TUDOR FIRST SCHOOL
Tudor Road, Southall UB1 1NX
Tel: 01-574 5093
Required for January 1988 an experienced class teacher for 2nd or 3rd years to work as year group organiser. The successful candidate will have responsibility for home school liaison and will be expected to contribute towards the school's mother tongue support programme. Punjabi speaker desirable.
Main salary scale plus Incentive Allowance B + £1,215 London Weighting + Social Priority Allowance.
Relocation expenses payable, subject to conditions.
Application forms available from Head to be returned by 30th October 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (20245) 110036

ENFIELD
LONDON BOROUGH OF ENFIELD
PRINCE OF WALES PRIMARY SCHOOL
Salisbury Road, Enfield EN3 6HQ
Roll 370
MAIN SCALE + 'B' ALLOWANCE
Required January 1988, an experienced and hardworking teacher to lead and co-ordinate the work of the Upper Department and to be responsible for developing an area of the curriculum throughout the School. This is a senior role within the management of the School. Candidates should be second classroom practitioners with teambuilding skills and the ability to contribute to the professional development of the teachers and the in-service work of the school.
London Allowance, £795.
Application forms (large SAE) obtainable from, and to be returned to, the Headmistress. Closing date 23rd October 1987.
An equal opportunity employer. (22946) 110036

ESSEX
RE-ADVERTISEMENT
SPRING MEADOW COUNTY PRIMARY SCHOOL
Pound Farm Drive, Dovercourt CO12 4LB
Tel: Harwick 504528
(Roll 294)
TEACHER - Incentive Allowance 'B'
Required April 1988.
Ambitious teacher to lead development of a major curriculum area. Vacancy due to promotion. Visits welcome.
Application forms and details from the Headteacher. Please enclose s.a.e.
Previous applicants will be automatically reconsidered.
Closing date: 7th November 1987. (20972) 110036

HUMBERSIDE
HEAD OF UNIT
Main Scale + Incentive Allowance B
Due to promotion we require, for January 1988 at Nunsthorpe First School (SPA), Sutcliffe Avenue, Grimsby DN33 1AN an exceptional teacher to be Head of Unit and to be a member of the Senior management Team. You would be responsible for the work and discipline initially in the Reception Unit (150 children) and be required to lead a team of six teachers in a semi-open plan situation. You would have responsibility for home-school liaison and should be committed to the philosophy of community education. For most of the school year you would be responsible for a class within the unit.
Letters of application, a full CV, and the names and addresses of 2 referees should be sent to the Headteacher. Closing Date: 23.10.87.
Humberside County Council - working towards Equal Opportunities.
(20975) 110036

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
IBSTOCK JUNIOR SCHOOL
Melbourne Road, Ibstock, Leicester
NOR 268
MAIN SCALE + TEMP B ALLOWANCE
Required January/April teacher for observation and assessment unit (double base) ESN(M).
Please contact the Headteacher for further details and application forms (sae). (20769) 110036

SUFFOLK
COUNTY COUNCIL
RUSHMERE HALL COUNTY PRIMARY SCHOOL
Lanark Road, Ipswich IP4 3EJ
5-11, roll 500
Required January or Easter 1988, TEACHER MAIN SCALE and B allowance, for the LANGUAGE UNIT at the school. A teacher with good infant experience and knowledge of Language Development is sought. It would be an advantage to have experience and/or qualifications in working with children with language impairment.
Please apply immediately by letter with curriculum vitae and the names, addresses and telephone number of two referees enclosing SAE for details. (22967) 110036

WILTSHIRE
Please see display advertisement on Page 40. (22484) 110036

Main Scale Incentive A

EALING
LONDON BOROUGH
EDUCATION SERVICE
LITTLE EALING FIRST AND NURSERY SCHOOL
Weymouth Avenue, London W5 4EA
Tel: 01-567 2135
Required as soon as possible a teacher to cover a maternity leave absence starting from November 9th, 1987.
The present teacher acts as a support teacher and is responsible for Art/Craft/Design and Display throughout the school and language development and reading. An Incentive Allowance (£501) may be possible for a suitable candidate.
Visits to the School are most welcome.
Application forms available from Head to be returned by 30th October 1987.
Main Salary Scale plus £1,215 London Weighting.
Relocation expenses payable subject to conditions.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (20243) 110038

EALING
LONDON BOROUGH
EDUCATION SERVICE
ACTON GREEN COMBINED FIRST & MIDDLE SCHOOL
Acton Lane, Acton Green W4 5AW
(A) Required for January 1988 or sooner if possible, teacher with an enthusiastic approach for a small class of children who have special educational needs.
Main salary scale plus a Grade A Incentive allowance.
£1,215 London Allowance.
Visits to the school welcome.
(B) Required for January 1988, teacher for a small class of children with Special Educational Needs.
Incentive Allowance A payable to the successful candidate.
Main Scale Salary payable + £1,215 London Weighting.
Relocation expenses payable subject to conditions.
Social Priority Allowance.
Application forms available from Head to be returned by 30 October.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (20241) 110038

EALING
LONDON BOROUGH
EDUCATION SERVICE
OLDFIELD FIRST SCHOOL
Oldfield Lane, Greenford, Middlesex UB6 8PR
Required for January 1988 an enthusiastic, experienced class teacher able to take special responsibility for Music throughout this happy friendly culturally diverse school. A well equipped music room will enable the successful candidate to continue the strong musical tradition long established at this school.
Visits to the school are welcomed.
Application form available from the Head to be returned by 30th October 1987.
Main salary scale plus £1,215 London Weighting.
Incentive Allowance A (£501) payable.
Relocation expenses payable subject to conditions.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (22944) 110038

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
LEICESTER WHITEHALL PRIMARY SCHOOL
Whitehall Road, Leicester
N.O.R. 384
SCALE M.P.G. + TEMPORARY A ALLOWANCE
Required for January 1988, a lively, enthusiastic and committed teacher to take charge initially of a first year junior class. Particular expertise in the field of music is required. There is a strong musical tradition which includes a school orchestra, choir and several other music groups. A developing interest in at least one other curriculum area would be an advantage.
Please contact the Headteacher for further details and application forms (s.a.e.). (20743) 110038

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ABBEY PRIMARY SCHOOL
Ellis Avenue, Leicester
N.O.R. 640
MAIN SCALE + B ALLOWANCE (TEMP)
Required January 1988, a Head of Infant Department.
Please contact the Headteacher for further details and application forms (s.a.e.). (20751) 110036

Main Scale

BARNET
LONDON BOROUGH
REQUIRED JANUARY, 1988
GARDEN SUBURB J.M. SCHOOL
Childs Way, Golders Green NW11 6XU
Tel: 01-455 3269
Roll: 291
Experienced Junior Class Teacher (formerly Sc. 2 post) with ability to organise and lead the Physical Education curriculum and another area of the curriculum.
Removal expenses and separation allowances available.
Application forms (foolscap s.a.e.) obtainable from and returnable to the school by 23rd October, 1987.
(20257) 110040

BARNET
LONDON BOROUGH
REQUIRED JANUARY, 1988
BARNET HILL J.M.I. SCHOOL
Off Hammond Close, Mays Lane, Barnet EN5 2DY
Roll: 235
Experienced and enthusiastic Teacher for Top Infant class.
Removal expenses and separation allowances available.
Application forms (foolscap s.a.e.) obtainable from and returnable to the school by 29th October, 1987.
(20249) 110040

BEDFORDSHIRE
EDUCATION SERVICE
LABURNUM LOWER SCHOOL
Laburnum Road, Sandy, Beds. SG19 1HQ
Tel: Sandy 80691
Required for January 1988 an experienced, enthusiastic, full-time main scale teacher.
Applicants should be prepared to play an active part in all aspects of school life. An interest in mathematics will be an advantage.
Application forms and further details from the Headmistress SAE please.
Closing date: 26th October, 1987.
Bedfordshire is an Equal Opportunities Employer. (22934) 110040

SOCIALISM AT WORK
Tameside Metropolitan Borough

EDUCATION DEPARTMENT
PRIMARY MAIN SCALE Vacancies

St. Stephen's R.C. Primary and Nursery School, Chappell Road, Droylsden, M35 7NA
Required from January 1988 an enthusiastic Main Scale Infant Teacher to contribute their strengths and skills as a member of a friendly and committed staff. Must be a practising Catholic, preferably holding the Catholic Teachers Certificate.
Application forms are available from the Head Teacher at the School and returnable to Reverend A Bulfin, St Stephen's Presbytery, Chappell Road, Droylsden, M35 7NA. Closing date 23rd October 1987.

Gorse Hall Primary and Nursery School Forrester Drive, Stalybridge, SK15 2DL
Main Scale Teacher of Music required from 1st January 1988.
Primary Teacher offering good classroom practice to be responsible for Music throughout the School.
Application forms for the above post are available from and returnable to The Director of Education, Tameside MBC, Staffing Division, Council Offices, Wellington Road, Ashton-under-Lyne, OL6 6DL. Closing date: 23rd October 1987.

(52341)

AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY EDUCATION
continued

BEDFORDSHIRE
EDUCATION SERVICE
DOWNSIDE INFANT SCHOOL
Chaul End Lane, Luton, Beds.
Tel: 593460
Required for January 1988, an Infant teacher for this multi-cultural school. Main Scale.
Application forms available from and returnable to the Headmistress.
Bedfordshire is an Equal Opportunities Employer.
(22935) 110040

BEDFORDSHIRE
EDUCATION SERVICE
ICKNIELD LOWER SCHOOL
Burr Street, Dunstable, Beds.
Tel: 637091
Required for January 1988, a teacher with creative ability across the curriculum. Dance an advantage. Main Scale.
Application forms available from and returnable to the Headmistress. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer.
(22936) 110040

BEDFORDSHIRE
EDUCATION SERVICE
WILLIAM AUSTIN JUNIOR SCHOOL
Austin Road, Luton, Beds.
Tel: 572100
Required for January 1988, a Junior teacher for a first year class. Main Scale.
Application forms available from and returnable to the Headmaster. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer.
(22937) 110040

BEDFORDSHIRE
EDUCATION SERVICE
BEECH HILL COMMUNITY INFANT SCHOOL
Dunstable Road, Luton, Beds.
Tel: 429434
Required for January 1988, a qualified Infant teacher for this multi-cultural school. Full or Part time, temporary appointment. Main Scale.
Application forms available from and returnable to the Headmistress.
Bedfordshire is an Equal Opportunities Employer.
(22941) 110040

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
ST TERESA'S R.C. PRIMARY SCHOOL
Easthampstead Road, Wokingham, Berks. RG11 2EB
NOR 196
Required January 1988, a Main Scale junior teacher initially for first year juniors. Candidates should be practising Catholics preferably with Catholic Teachers Certificate. An ability to teach games will be an advantage, otherwise please state particular areas of interest and expertise.
Application forms and further details from Head (Please enclose A5 SAE).
Closing date: 23 October 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (20680) 110040

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
THE PINE INFANT SCHOOL
Hanworth Road, Bracknell
N.O.R. 236
Required January 1988, an enthusiastic and adaptable teacher (main scale) to teach throughout the 5-7 year age range, and willing to involve themselves with the development plan of the school curriculum. Visits to the school welcome.
Further details and application form from the Headteacher (Bracknell 427490).
Closing date 26 October 1987.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (20677) 110040

BEXLEY
LONDON BOROUGH
Applications are invited from Primary trained teachers for temporary or permanent appointments commencing 1st January 1988. Infant experience particularly welcome.
Forms of application and further details available from Chief Education Officer for Schools (T.5), Town Hall, Crayford, Kent DA1 4EN.
(19653) 110040

BROMLEY
ST. PAUL'S CRAY C.E. PRIMARY SCHOOL
Buttermere Road, St Paul's Cray, Orpington, Kent BR5 3WD

Tel: 0689 21993

For January an experienced, energetic and enthusiastic Teacher, to teach a class of 8 to 9 year olds initially. This is a newly developed school and the vacancy, which has arisen is due to the promotion of the postholder, presents an exciting opportunity for the successful applicant. You should be in sympathy with the teaching of a C of E School.

Your letter of application should state in which curriculum area you have expertise or interest.

Details/Application form from and returnable to the Head Teacher (large SAE) or telephone by 23rd October 1987. (20999) 110040

BUCKINGHAMSHIRE
MILTON KEYNES AREA
SUMMERFIELD COUNTY COMBINED SCHOOL
Downley Avenue, Bradwell Common, Milton Keynes
(Headteacher: Mrs. H. Rudin B.A.)
Required from 16th November 1987 to 31st July 1988, a temporary full-time teacher for 6 year olds. Please indicate philosophy and curriculum expertise in letter attached to application form. Main scale post.
Application forms are available from the Headteacher on receipt of an A5 stamped addressed envelope.
(20297) 110040

BUCKINGHAMSHIRE
MILTON KEYNES AREA
FALCONHURST COUNTY COMBINED SCHOOL
High Trees, Chaffron Way, Eaglestone, Milton Keynes MK6 5AX
(Acting Headteacher: Mrs J. Goodwin)
Required from January 1988, a classroom teacher for children aged five years who is interested in the individualised and first hand experience approach. The teacher should also be able to offer curriculum responsibility for music or special needs. Main scale post.
In approved cases, the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.
Application forms and further details are available from the Headteacher on receipt of an A5 stamped addressed envelope. (20295) 110040

BUCKINGHAMSHIRE
MILTON KEYNES AREA
WYVERN COUNTY FIRST SCHOOL
Aylesbury Street, Wolverton, Milton Keynes MK12 5HU
(Headteacher: Mrs. V.E. Thomson

Required from January 1988, a main scale teacher with experience of Nursery/First school pupils to take responsibility for a class of new entrants - date of birth 1st September 1982 - 31st December 1982 - until the end of the academic year.
The successful applicant will be expected to make a positive contribution to the life of the school.
Apply by letter/application form to the Headteacher, giving full curriculum vitae and the names and addresses of two referees. Please enclose a stamped addressed envelope.
(20902) 110040

BUCKINGHAMSHIRE
SANDS COUNTY MIDDLE SCHOOL
Mill End Road, High Wycombe HP12 4BA
NOR: 379
Headteacher: Mr. A.M. Robertson
Required for January 1988, or as soon as possible thereafter, a teacher to join a team of enthusiastic staff who are encouraged to exercise initiative. Initially to teach 8/9 year olds. Ability to co-ordinate Science or to develop boys games would be a particular advantage. Visitors to the school are welcome.
Application form and further details on receipt of a stamped addressed envelope.
Closing date [illegible]
1987. (20974) 110040

BURY
METROPOLITAN BOROUGH OF BURY

An Equal Opportunity Employer

EDUCATION DEPARTMENT

TEACHER (MAIN SCALE)

Required for 1st January, 1988 at St. Mary's R.C. Junior School, Belgrave Street, Radcliffe, Manchester M26 0DG for Third Year children to take boys games interest in Science or Computers an advantage. Candidates must be Practising Roman Catholics.

Applications by letter including full curriculum vitae together with the names and addresses of two referees to Father Curran, St. Mary's Presbytery, Spring Lane, Radcliffe, by 23rd October, 1987.
(19032) 110040

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
ST. LAURENCE R.C. (A) PRIMARY SCHOOL
Arbury, Cambridge
PRIMARY TEACHER (Main Professional Grade)
A well experienced and organised teacher is required from January, to develop and co-ordinate Science/Technology throughout the School. An interest in Boys Games and/or Music would be an advantage.
Please apply by letter with full c.v. and names/addresses of two referees, to the Headteacher as soon as possible.
(20585) 110040

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HUNTINGDON AREA
STILTON C.D. (C) SCHOOL
Stilton, Peterborough, Cambs.
INFANT TEACHER (MAIN PROFESSIONAL GRADE)
Required for January, if possible.
Applicants should state strengths interests and should be prepared to accept responsibility for an area of the curriculum.
Application forms and further details from the Head Teacher (s.a.e. please).
Closing date 30 October.
(19048) 110040

CROYDON
LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

BEAUMONT JM & I SCHOOL
Old Lodge Lane, Purley, Surrey CR2 4DJ

Tel: 01-660 7707

An enthusiastic and imaginative teacher is required to take responsibility for a mixed third/fourth Junior class. Visits to the school are welcomed. Interest in Mathematics, Music or Computers desirable.

Salary: Main Grade plus Outer London Allowance £795.

Tenable: January 1st 1988.

Closing date: 26th October 1987. (20998) 110040

DERBYSHIRE
COUNTY COUNCIL
Please see composite advert under secondary.
(20281) 110040

DEVON
COUNTY COUNCIL
Please see display advertisement on Page 83.
(15299) 110040

DUDLEY
METROPOLITAN BOROUGH

Equal Opportunities Employer

HURST HILL PRIMARY SCHOOL
Paul Street, Coseley, West Midlands WV14 9AJ

Required January, 1988 ENTHUSIASTIC TEACHER (currently Scale 2 post but position on Main Scale according to age and experience). Candidate should either have or seek experience with early years children, including reception age, and be willing to share responsibility within the school's curriculum team for Art and Craft across age range.

Application forms and further details are available from and returnable to Headteacher, Mr. M. Harvey (Sedgley 77262) as soon as possible.
(19348) 110040

HARROW
EDUCATION COMMITTEE

ROXETH FIRST & MIDDLE SCHOOL
Roxeth Hill, Harrow HA2 0JF

Tel: 01-422 1344

Required for January, an experienced teacher to take a reception class of twenty-five children to be admitted in January.

Outer London Allowance Payable.

Application forms from and to be returned to The Headteacher by 28.10.87. Please enclose stamped addressed envelope.

Harrow is an equal opportunities employer.
(20252) 110040

EALING
LONDON BOROUGH
EDUCATION SERVICE
DERWENTWATER FIRST SCHOOL
Shakespear Road, Acton W3 6SA
Tel: 01-992 5710
THREE FULL-TIME TEACHERS needed as soon as possible in the Reception, 3rd and 4th year classes. The successful candidate will be committed to community links within education and have knowledge of the 'integrated day' approach to teaching.
Applicants with an interest in Music particularly welcome.

GEORGE TOMLINSON FIRST SCHOOL
Melbury Avenue, Southall, Middlesex
Tel: 01-571 1491
Required for January 1988 PART TIME (0.6) TEACHER to join a committed and enthusiastic first school staff. successful applicant will be adaptable and willing to work throughout the first school. An awareness and empathy of the demand of a multi-cultural multi-faced school is essential.
Visits to the school are welcomed.

SELBOURNE FIRST AND MIDDLE SCHOOL
Conway Crescent, Perivale, Greenford UB6 8JD
1. Required as soon as possible an enthusiastic and flexible TEACHER initially to teach a vertically grouped class of 1st and 2nd year children. This class is one of three parallel classes and the successful candidate will be part of a team working with these year groups.
2. Required as soon as possible an enthusiastic and flexible TEACHER to work initially across the two departments. An interest in ESL work and Special Needs an advantage.

WOLF FIELDS FIRST SCHOOL
Norwood Road, Norwood Green, Southall, Middx.
Tel: 574 2311
Required for January 1988, TWO TEACHERS for 2nd and 3rd year classes.
Applicants welcome to visit the school.
For all above posts: Application forms obtainable from the Head to be returned by 30 October.
Main Salary Scale plus £1,215 London Weighting.
Relocation expenses payable subject to conditions.
N.P. Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men.
(20256) 110040

EALING
LONDON BOROUGH
EDUCATION SERVICE
DOWNE MANOR COMBINED FIRST AND MIDDLE SCHOOL
Down Way, Kings Hill Avenue, Northolt UB5 6NW
Tel: 845 1155
Required for January or as soon as possible, an enthusiastic teacher to take a class - responsibility for older first school children.
The post offers an exciting opportunity to develop and/or widen professional experience. Music would be considered an asset but is not necessary.
Applications from first appointments will be most welcome.
Application forms available from the Head to be returned by 30th October 1987.
Main Salary Scale + £1,215 London Weighting.
Relocation expenses payable subject to conditions.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (20831) 110040

ESSEX
ALDERTON COUNTY JUNIOR SCHOOL
Alderton Hall Lane, Loughton IG10 3HE
Tel: 01-508 2521
(Roll 250)
JUNIOR TEACHER - MAIN SCALE
Required January 1988.
Topic based approach to the curriculum. Interest in boys' games or computers may be an advantage. Visits welcome.
Apply to Headteacher.
Closing date: 6th November 1987.

BARNES FARM COUNTY INFANTS SCHOOL
Henniker Gate, Chelmsford CM2 6QH
(Roll 138)
TEACHER - MAIN SCALE
Required January 1988.
Enthusiastic Infant teacher for this new open-plan school. Commitment to topic based approach and parental involvement in school essential.
Further details and application forms available direct from Headteacher, Mrs M.J. Williamson, temporarily based at Springfield Green C of E Primary School, Tel: Chelmsford 491163.

CHURCHGATE C.E. (AIDED) PRIMARY SCHOOL
Hobbs Cross Road, Harlow CM20 0LB
Tel: Harlow 29315
(Roll 137)
PRIMARY TEACHER - MAIN SCALE
Required January 1988.
An enthusiastic teacher to assist with development of child centred learning approach in the Infants. A practising Christian preferred.
Please state interests in curriculum developments. All visits to the school are welcome.
Applications to Headteacher.
Closing date: 6th November 1987.

HUTTON COUNTY PRIMARY SCHOOL
Brookfield Close, Hutton CM13 2RG
Tel: Brentwood 214662
(Roll 289)
TEACHER - MAIN SCALE
Required January 1988.
Enthusiastic, energetic, committed teacher with interest in teaching across primary age range. Please state particular areas of interest. Visits to school welcome.
Please write to the Headteacher for application form and further details.

KELVEDON HATCH COUNTY PRIMARY SCHOOL
School Road, Kelvedon Hatch
Tel: Brentwood 72341
(Roll 223)
TEACHER - MAIN SCALE
Required January 1988.
Enthusiastic teacher with interest/experience in developmental needs of young children/lower Juniors.
Please state particular curricular area of interest.
Visits to school welcome.
Application form and further details available from the Headteacher at the school.

WHITE BRIDGE COUNTY JUNIOR SCHOOL
Greensted Road, Loughton IG10 3DR
Tel: 01-508 5779
(Roll 181)
JUNIOR TEACHER - MAIN SCALE
An enthusiastic and flexible teacher to join a hard working and friendly staff. All visits to school welcomed.
Apply to Headteacher.
Closing date: 30th October 1987. (22920) 110040

London Borough of Barking and Dagenham
MAIN SCALE VACANCIES
Situated on the North Bank of the Thames, a few miles to the east of Central London, we are conveniently located for the City and West End, and within accessible distance of the Essex Countryside and coast. Our schools are well maintained and well equipped and there is a flourishing Teachers' Centre. The Authority pays special attention to in-service training.
Teachers moving to the area to take up permanent appointments are eligible to claim 100% removal expenses.
£1,215 per annum Inner London Allowance payable.
An IMMEDIATE vacancy exists at:

Gascoigne Junior School (Roll 242)
Gascoigne Road, Barking, Essex
for a part-time Support Teacher (0.5)
This is a temporary post until 31st August, 1988, to offer support across the curriculum for a third year pupil who has Special Educational Needs. The support will involve both individual work with the pupil and general class teaching to enable the full-time class teacher to fulfill other aspects of a Structured Support programme.
Apply in writing immediately to The Chief Education Officer giving full c.v. and the names and addresses of two referees, one of whom should be, where appropriate, your present or immediate past employer.
The following posts are available from January 1988 or as soon as possible thereafter:–

Cambell Infants' School (Roll 274)
Langley Crescent, Dagenham, Essex
Tel: 01-592 5624
1. Assistant teacher with interest in curriculum development/Music for this lively Infants' School.
2. General class teacher. This post would be suitable for a probationer.

Dorothy Barley Infants' School (Roll 265)
Davington Road, Dagenham, Essex
Tel: 01-592 1308
Enthusiastic infant teacher to take a reception class. This post would be suitable for a probationer.

Eastbury Infants' School (Roll 89)
Dawson Avenue, Barking, Essex.
Tel: 01-594 4008
An enthusiastic general class teacher for this small and happy Infant School.

Godwin Infants' School (Roll 253)
Finnymore Road, Dagenham, Essex
Tel: 01-592 3771
An experienced and enthusiastic teacher to take responsibility for Mathematics and Computer Studies.

Roding Infants' School (Roll 200)
Bowes Road, Dagenham, Essex
Tel: 01-592 1302
Reception class teacher. Interest in Audio-Visual aids and resources an advantage but not essential.
This post would be suitable for a probationer.

Dorothy Barley Junior School (Roll 255)
Ivinghoe Road, Dagenham, Essex
Tel: 01-592 2107
An experienced and enthusiastic teacher (initially for first and second years) preferably with curriculum speciality in one of the following areas:-
Music, Drama and Dance.

Marks Gate Junior School (Roll 158)
Rose Lane, Chadwell Heath, Romford
Tel: 01-599 1416
An enthusiastic class teacher to take responsibility for Music throughout this modern school set in pleasant surroundings.

Richard Alibon Junior School (Roll 213)
Alibon Road, Dagenham, Essex
Tel: 01-592 2193
An experienced teacher to join an energetic and committed Staff. Willingness to assist in Mathematics and Games would be an advantage.

St. Peter's R.C. Primary School (Roll 313)
Goresbrook Road, Dagenham, Essex
Tel: 01-592 6473
An experienced primary school teacher is required to join an energetic and committed staff. Must be willing to assist with Language Development throughout the School.

INFORMAL VISITS WELCOME IN RESPECT OF ALL THE ABOVE POSTS.

Application forms are available from The Chief Education Officer, Town Hall, Barking, Essex (s.a.e.) and should be returned as soon as possible.

(53726)

Barking & Dagenham
Education Department
An Equal Opportunity Employer

PRIMARY TEACHERS
JANUARY 1988
NEWLY QUALIFIED OR EXPERIENCED
If you are well qualified, enthusiastic and looking for a post for January 1988 or sooner, consider what Havering has to offer you.
Havering is a lively and caring Education Authority serving a population in an area that includes both town and country.
Havering seeks to appoint Teachers who want to play an active role in the Education Service it provides.
Havering offers excellent professional support for its teachers at all stages in their career including over 100 in-service courses each term.
Havering releases Newly Qualified teachers from their teaching commitments for one morning or afternoon per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their probationary period.
Havering has an Outdoor Pursuit Centre, with residential facilities within its boundaries as well as over 40 parks and open spaces.
Havering is well placed on the edge of the Essex Countryside; and yet within easy reach of London and all its facilities to which there is easy access by public transport both road and rail.

Havering

London Weighting £795 p.a.
Application Forms are available (SAE please) from the Director of Educational Services, (Ref.Staffing/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR.

PRIMARY EDUCATION
continued

HAVERING
LONDON BOROUGH OF HAVERING
NELMES SCHOOL
Wingletye Lane, Hornchurch RM11 3BX
Tel: Hornchurch 47676
(Roll: 392)
Headteacher: P.W. Snelling
Required for April 1988 an experienced teacher, main scale, to take responsibility for mathematics throughout the school. An interest in computers would be an advantage.

ST. URSULA'S R.C. JUNIOR SCHOOL
Straight Road, Romford RM3 7JS
Tel: Ingrebourne 43170
(Roll: 320)
Headteacher: G. Vaughan
Required for April 1988, or January 1988 if possible, class teacher, main scale, to initially take a third year Junior class.
For the above two vacancies, application forms are available (s.a.e. please) from the Director of Educational Services, (Ref: Staffing/DHT) Mercury House, Mercury Gardens, Romford RM1 3DR.
Closing date: 30th October 1987. (22924) 110040

HERTFORDSHIRE
BERNARDS HEATH INFANTS' SCHOOL
Sandridge Road, St. Albans AL1 4AP
Group 3
Teacher to take top infants to cover for teacher reserving the right to return from pregnancy.
Nov/Dec.
Apply to the Headmistress giving curriculum vitae and names and addresses of two referees as soon as possible.
(20593) 110040

HERTFORDSHIRE
ST. ROSE'S INFANTS SCHOOL
Green End Road, Boxmoor, Hemel Hempstead HP1 1QW
An enthusiastic, suitably qualified and experienced CATHOLIC INFANT TEACHER is required for January 1988. Applicants are welcome to visit the school. Relocation expenses may be payable.
Application forms are available from the Chairman of Governors at the school address and should be forwarded together with a letter of application and curriculum vitae (s.a.e. please).
(20590) 110040

HERTFORDSHIRE
LETCHMORE ROAD INFANTS SCHOOL
Letchmore Road, Stevenage, Herts. SG1 3PS
Head Mrs H. Elkington
Tel: Stevenage 352474
Required from January 1st 1988 an enthusiastic and energetic main grade teacher for a class of reception/middle infants.
Letters of application and a c.v. together with the names and addresses of two referees to the Headteacher as soon as possible. Visits to the school welcome. Please quote ref T251. (20581) 110040

HERTFORDSHIRE
DIVINE SAVIOUR RC JMI SCHOOL
Broomfield Rise, Abbots Langley, Watford
Required January. Teacher of INFANTS. Main Scale + London fringe allowance £309. Please state special interests. Catholic preferred.
Apply by letter to Headmistress giving curriculum vitae and the names and addresses of two referees. (please enclose s.a.e.) (20233) 110040

HERTFORDSHIRE
ASHFIELD JM SCHOOL
School Lane, Bushey
Tel: (01 950 2350)
Required January, Main Scale teacher for 1st YEAR JUNIORS. London fringe allowance £309.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. Please telephone school to arrange an informal visit. (19369) 110040

HERTFORDSHIRE
FAIRFIELD JM SCHOOL
Watford Road, Radlett, Watford
Required January, enthusiastic teacher of 1st YEAR JUNIORS. An ability to take special needs. Main Scale + London fringe allowance £309.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (19366) 110040

HERTFORDSHIRE
LONGLANDS PRIMARY SCHOOL
Westbury Drive, Turnford
Headteacher: Mr. Clive P. Mitchell
Tel: Hoddesdon 460072
For January 1988, for one term only, teacher for lower juniors, team teaching in an open plan unit.
Letters of application to the Headteacher, with names and addresses of 2 referees, as soon as possible. Visits welcome (Please telephone to arrange). (20963) 110040

HERTFORDSHIRE
STONEHILL JMI SCHOOL
Western Close, Letchworth, Herts. SG6 4SZ
Tel: 0462 686754
Head: Miss I. Knowles
Required for January 1988 an Infants' teacher (Main Scale).
Further details available from the Headteacher. Informal visits welcome.
Letters of application along with c.v. and names of two referees to the Headteacher as soon as possible.
110040

HERTFORDSHIRE
COUNTY COUNCIL
DACORUM DIVISION
BROADFIELD JUNIOR SCHOOL
Windmill Road, Hemel Hempstead, Herts. HP2 4BX
Teacher required in January 1988 or as soon as possible thereafter, for first year Junior class. Ability to lead the school's music teaching and/or expertise in preparing programmes for children with learning difficulties preferred.
Main Scale + outer fringe allowance. Hertfordshire has an attractive relocation scheme. Permanent post for a suitable candidate. Visits welcome.
Please apply (s.a.e.) as soon as possible with c.v. and naming two professional referees to Mr. D.A. Thomas, Headteacher. (20700) 110040

HERTFORDSHIRE
ST. PAULS RC JMI SCHOOL
Park Lane, Cheshunt, Herts. EN7 6LR
Tel: 0992 35060
Head: Mr S. Hawkes
Required for January 1988 a practising Catholic teacher for top infants, musical ability an asset but not essential.
Application forms available from the Headteacher at the school (sae please).
The Authority operates a generous recruitment incentive scheme. (20960) 110040

HERTFORDSHIRE
FURNEUX PELHAM JMI SCHOOL
Nr. Buntingford, Herts. SG9 0LH
Tel: Brent Pelham 344
Head: Mr R. Connolly
REQUIRED FOR JANUARY 1988.
A lively, enthusiastic teacher initially to teach a class of mixed first and second year junior children in this small rural school. Own transport essential. Ability to offer music an advantage but not essential.
Applications to the Head at the school with covering letter and full curriculum vitae.
The Authority operates a generous recruitment incentive scheme. (20959) 110040

HERTFORDSHIRE
ALL SAINTS CHURCH OF ENGLAND (AIDED) J.M.I. SCHOOL
Parsonage Lane, Bishop's Stortford, Herts. CM23 5BE
Tel: (0279) 51896
Head: Mr. D.H. Parker
Required for January 1988 - a lively teacher for a mixed class of Infants. Practising Anglican preferred.
Further details and application forms are available from the school - please enclose stamped addressed envelope.
The Authority operates a generous recruitment incentive scheme. (20958) 110040

HILLINGDON
LONDON BOROUGH OF HILLINGDON
The Authority is expected to have a number of vacancies for Nursery/Infant/Junior teachers in January 1988 and qualified teachers are invited to apply immediately.
Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible.
Outer London Allowance Payable.
(20219) 110040

HILLINGDON
LONDON BOROUGH OF HILLINGDON

WHITEHEATH JUNIOR SCHOOL
Whiteheath Avenue, Ruislip HA4 7PR

Headteacher: Mrs A.M. Jones

Required for January 1988, an enthusiastic and experienced class teacher able to take responsibility for Mathematics throughout the school.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible.

Outer London Allowance Payable.
(20216) 110040

HILLINGDON
LONDON BOROUGH OF HILLINGDON

OAK FARM INFANT SCHOOL
Windsor Avenue, Hillingdon, Uxbridge UB10 9PD

Headteacher: D. Burdett

Required for January 1988 a teacher with a commitment to modern educational practice to teach initially a class of some 25 older infants.

Application forms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible.

Outer London Allowance Payable.
(20218) 110040

HOUNSLOW
ORCHARD INFANT & NURSERY SCHOOL
Please see main advertisement under Nursery - Main Scale.
(22952) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SOUTHFIELDS INFANT SCHOOL
Southfields Drive, Leicester LE2 6QT
NOR 256
SCALE MPG
Required January 1988 an experienced teacher of young children. Please state curriculum strengths.
Please contact the Headteacher for further details and application forms (sae).
(20724) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
NEW SWANNINGTON PRIMARY SCHOOL
Church Road, New Swannington, Whitwick, Coalville
NOR 71
SCALE M.S.
Required for January 1988 an experienced and enthusiastic teacher capable of teaching the whole primary age range. The person appointed must have a special interest in more than one of the following:- Science, Computers, P.E., Music.
Please contact the Headteacher for further details and application forms (sae).
(20727) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BRAUNSTONE HALL JUNIOR SCHOOL
Braunstone Road, Leicester
NOR 189
SCALE M.S.
Required January, a teacher to specialise in science throughout the school.
Please contact the Headteacher for further details and application forms (sae).
(20728) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BRAUNSTONE FRITH INFANT SCHOOL
Liberty Road, Leicester
NOR 166
SCALE M.S.
Required January/April a teacher for Top Infant class.
Please contact the Headteacher for further details and application forms (sae).
(20729) 110040

ilea
Working in Education

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:

★ Commitment to promoting equality of opportunity in education

★ Pupil teacher ratios among the best in the country

★ Half-day a week induction training for probationers and a high level of in-service training provision thereafter

★ With some 950 schools, opportunities to broaden experience and enhance career prospects

★ Excellent support staff and professional back-up, plus a range of central specialist resources

★ Inner London allowance of £1,215 plus in many cases Social Priority allowance of £201/276 p.a. in addition to salary.

★ As a result of The Teachers' Pay & Conditions Act 1987, Burnham rates of pay have now been replaced by a revised structure. The posts listed below give details of the new 'Main Scale' plus an 'Incentive Allowance' (IA) where applicable.
The rate payable is:

Rate	Annual Amount
B	£1,002
D	£3,000
E	£4,200

(note: rates A and C are yet to be introduced).

★ All posts open to job-sharing, unless indicated otherwise (NJS). A register for pairing potential job-sharers is maintained by EO/PER/PS7, Room 533, The County Hall, London SE1 7PB. Tel: 01-633 3814.
(N.B. applications can NOT be dealt with on this number).

Headships & Deputy Headships

Please refer to separate advertisement also in this publication.

Primary Education

Posts of Responsibility

CARLTON (JM&I)
Grafton Road, London NW5 4AX. Tel. 01-485 1947.
Roll. 350. Head: T. W. Seaton
Required from January. Main Scale teacher for a 4th year junior class in this friendly, multicultural, inner-city school, with responsibility to extend computer studies across the curriculum, throughout the school.

CHISENHALE (JM&I+N)
Chisenhale Road, London E3 5QY. Tel: 01-980 2564.
Roll. 268+NC
Head: Barry Silsby
Required from January.
Experienced primary teacher Main Scale to co-ordinate mathematics throughout the school.

LAWDALE INFANT (JM&I+N)
Old Bethnal Green Road, London E2 6LS
Tel: 01-739 6187
Roll: 220. Acting Head: Mrs Linda Kiernan
Required asap. Main Scale Teacher required. Leaning towards Mathematics and Science an advantage, but not essential. Ability to fit into congenial group much more important.

LONDON FIELDS (J)
Westgate Street, Hackney, E8 3RL.
Roll: 137. Head: Mr K. Glozier
Required asap. Class Teacher to take responsibility for P.E./Health Education throughout the school.

ST FRANCESCA CABRINI (JM&I)
Forest Hill Road, Honor Oak, SE23 3LE. Tel: 01-699 8862.
Roll: 400+10 I/130 p/t N.
Head: P. N. Clifford
Required asap. Nursery teacher to be responsible for this brand new purpose built Nursery unit. Catholic preferred.

ST JOSEPH'S RC (JM&I)
Crossfield Street, Deptford, SE8. Tel: 01-692 4838.
Roll. 210.
Head: Mrs D. Morrison
Required from January.
Teacher Main Scale to take responsibility for maths and initiate policy and continuity throughout the Primary range. Practising Catholic preferred.

ST JUDE AND ST PAUL CE (JM&I) (VA)
King Henry's Walk, Islington, London N1. Tel: 01-254 5598.
Roll: 179. Head: Miss L. Mumme
Required from January. Main Scale teacher for first year Junior class with special interest in Language and Reading Development throughout the Primary School. Committed Christian preferred.
Application forms from Mrs E. M. Forsyth (Clerk to Governors) 22 Falconer Court, Compton Crescent, Tottenham N17 7LE.

ST MARY & ST PANCRAS (JM&I)
Polygon Road, NW1.
Tel. 01-387 6117. Roll: 197.
Head: Duncan Bradshaw
Required from January:
1) Main Scale Teacher for post of responsibility for science and environmental studies.
2) Main Scale Teacher required for post of responsibility for mathematics.

TURNHAM (I+N)
St. Norbert Road, Brockley, SE4 2HH. Tel: 01-639 6093.
Roll: 135 Infants + 50 p/t N.
Head: Mrs M. N. Adenekan
Required from January. Main Professional Scale class teacher with a bias towards mathematics or music to work with a class of top infants.

WOOLMORE PRIMARY (JM&I+N)
Bullivant Street, E14 0ER.
Tel. 01-987 2778. Roll: 150+25.
Head: Mrs Edwards
Required asap. Experienced and enthusiastic Nursery teacher, to take responsibility for the nursery class.

Other Primary Posts

ALLFARTHING (JM&I)
St. Ann's Crescent, Wandsworth, SW18.
Tel: 01-874 1301.
Roll. 240. Head: Mrs Bradbury
Required asap. 0.5 teacher to work with class teachers and/or to withdraw groups for language development (reading in particular) 0.4 of time devoted to Section II work.

BANNOCKBURN (JM&I)
Plumstead High Street, SE18 1HE. Tel: 01-854 2169.
Roll: 305 (SPA).
Head: Alastair McMeckan
Required from January. Main Scale Teacher required for 3rd year Junior Class in January 1988. Join a hard-working and supportive staff, where a sense of humour prevails.

BETHNAL (I)
Bethnal Road, N16 7AU.
Tel: 01-985 9310.
Roll: 150+50 p/t. N.
Head: Mrs Ann Moran.
Required immediately:
1) Main Scale teacher to work alongside class teachers to support children with learning difficulties (Section 11) Cover for maternity leave.
2) Nursery teacher to work in friendly, hardworking and supportive school.

CHARLES LAMB (JM&I)
Popham Road, N1 8RF.
Tel. 01-226 2407.
Roll. 250. Head: Mrs C. Toal
Required asap. Experienced Main Scale teacher to work throughout the primary range, enable staff to cover ESL and special needs funded by Section 11. We are a friendly, open plan school and teach co-operatively.

GATEWAY (JM&I+N)
Capland Street, London NW8.
Tel: 01-723 5865. Roll: 400.
Head: V. P. Tomlinson
Required from January:
Enterprising, skilled teachers with appropriate experience and talents, for two senior posts in thriving multi-cultural school.
1) Language development including English as a Second Language - Main Scale + IA 'B'.
2) Wider Curriculum, particularly Social Studies - Main Scale + IA 'B'.

GLENBROOK (JM)
Clarence Ave., Clapham SW4.
Tel: 01-674 2387. Roll: 193.
Head: Miss Pamela Martin
Required immediately — or January 1988. Main Scale teacher with knowledge of good primary practice for lower juniors.

GORDON (JM&I)
Grangehill Road, Eltham SE9 1QG. Tel: 01-850 5486.
Roll: 255. Head: Cass Farrar
Required from January:
1) Main Scale infant class teacher.
2) Part time 0.3 music teacher. Ability to train a large school choir would be advantageous.

HALLFIELD (J)
Porchester Gardens, London W2. Tel: 01-262 9432. Roll: 360.
Head: Mr Colin Pickles
Required asap. Experienced full-time teacher Main Scale to give support across two year groups.

HUGH MYDDELTON (J)
Myddelton Street, EC1R 1YJ.
Roll: 150.
Head: Ms Penny O'Brien
Required asap. 0.4 teacher to cover classes while teachers doing section 11 work.

IVYDALE (JM&I)
Ivydale Road, Nunhead, SE15 3BU. Tel. 01-639 2702.
Roll: 220 plus 50 P/T N.
Head: Tim Gillham
Required from November. Part time teacher (0.5), to join welcoming staff in developing school for induction cover and general duties. Additional work available, musical interest and ability an advantage.

LONDON FIELDS (J)
Westgate Street, Hackney, E8 3RL. Tel: 01-259 4330.
Roll: 140. Head: Mr K. Glozier

LONDON FIELDS INFANT SCHOOL
Westgate Street, Hackney, E8 3RL. Tel: 01-254 1498.
Roll: 120.
Acting Head: Ms E. Locke.
Required asap.
0.3 in Infants — 0.6 Support Teacher
0.3 in Juniors — 0.6 Support Teacher
To work in class alongside class teachers.

NEWINGTON GREEN (I+N)
Matthias Road, London N16 8NP. Tel: 01-254 3092.
Roll: 8 infants classes & 2 Nursery classes.
Head: Mrs Barbara Temple
Required from January. Main Scale class teacher required with a particular interest in developing language and literacy throughout the school.

OLIVER GOLDSMITH (J)
Peckham Road, London SE5 8UH. Tel: 01-703 4894.
Roll: 320.
Head: Mr Peter Brown.
Required asap. Part-time Teacher(s) up to 0.8 to provide cover for induction, INSET and curriculum development.

ROTHERFIELD (JM)
Rotherfield Street, London N1 3EE. Tel: 01-226 6162.
Roll: 185. Head: Ann Roberts
Required from January, able to contribute to curriculum development, for third year junior class.

ROTHERHITHE (JM)
Rotherhithe New Road, SE16 2PL. Tel 01-237 2108
Roll 170 Head: Janice Lloyd
Required from January. Main Scale class teacher to develop one of the following areas. Art, Science, Environmental Studies.

ROBERT BLAIR (JM&I)
Blundell Street, N7 9BL.
Tel: 01-607 4115 Roll: 220
Required asap:
1) Full time Scale+IA 'B' for our language impaired unit. Experience in both special education and primary preferred. The successful candidate would teach upper junior age range.
2) 0.5 teacher to work across the junior age with an energetic and friendly team. Musical ability would be considered a great advantage.

ROSARY RC (JM&I+N)
238 Haverstock Hill, Hampstead, NW3. Tel. 01-794 6292.
Roll: 290. Head: Miss L Gaffney
Required from January.
Teacher Main Scale with special responsibility for nursery. Must have the ability to co-ordinate a highly motivated team. The unit has 45 full time children in a team teaching situation.
Application forms may be obtained from the clerk to the governors at the above address.

RUSHEY GREEN (JM&I)
Culverley Rd, Catford, SE6 2LA.
Roll: 360+30 p/t & 20 f/t N.
Head: Janet Ainsworth
Required from January:
1) 0.4 Teacher for support work in language development with specific responsibility for ESL.
2) 0.2 Teacher to work alongside junior-class teachers and provide some class-release.

ST BONIFACE RC (JM&I)
Undine Street, Tooting, SW17 8PP. Tel: 01-672 5874.
Roll: 256.
Head: Mr A. J. Maxwell
Required asap. Part-time teacher (0.3) for Language and number work with infants.

ST EDMUND'S RC (JM&I)
297 West Ferry Road, Millwall, E14 8RS. Tel: 01-987 2546.
Roll: 115. Head: Francis Buxton
Required asap. Nursery teacher Main Scale for growing family school in fast-developing neighbourhood. Catholic preferred.

ST LUKE'S CE (JM&I)
Fernhead Road, W9 3EJ.
Tel: 01-969 0236. Roll: 151.
Head: Brian W. Harrison
Required asap. Teacher to work across junior age range in support, extension and some class teaching roles. Applicants should be practising Christians.

ST MARY'S (I)
East Row, W10 5AW.
Tel: 01-969 0321.
Roll. 155 (inc. N).
Head:
Sister Margarita Cunningham
Required asap. 0.8 teacher for section 11 work.

ST PETER'S EATON SQUARE CE (JM&I)
Lower Belgrave Street, SW1W 0NL.
Roll: 268. Head: Mr R. Cayless
Required asap. Experienced teacher Main Scale to take responsibility for one of our two Reception Classes in the Infant Department. The school is situated close to Victoria Station. Applicants must be communicant members of the Church of England.

ST PETER'S RC (JM&I)
Crescent Rd, Woolwich, SE18.
Tel: 01-854 0925.
Roll: 210. Head: Mr E. Sankey
Required asap. Main Scale class teacher for first infants keen to become fully involved in the life of the school. Practising Catholic preferred.

ST SCHOLASTICA'S RC (JM&I)
Kenninghall Road, Clapton E5 8BS. Tel: 01-985 3466.
Roll: 201+50 P/T Nursery.
Head: Sister Ita Keane
Required January or asap. Main Scale creative arts/music to work in team situation with enthusiastic staff.

SHERBROOKE (JM&I+N)
Rosaline Road, Fulham, SW6 7QN Tel: 01-385 3974
Roll: 140.
Head: Lorna Venables
Required asap 0.1 teacher to work alongside class teacher on section 11 support.

SIR WILLIAM BURROUGH (JM&I+N)
Salmon Lane, Limehouse, London E14. Tel: 01-987 2147.
Roll: 200.
Head: Susy Powlesland
Required asap.
1) Nursery teacher, 0.5, to work with the full-time teacher in our nursery class.
2) 0.4 support teacher, for LFA and possibly help to develop drama and dance in the school.
3) Steel Band teacher 0.2 or 0.4, to work with our enthusiastic Juniors, willing to teach girls and boys, of Bangladeshi, English and Chinese origins, the craft of the pans.

WOOLMORE (JM&I+N)
Bullivant Street, E14 0ER.
Tel: 01-987 2778. Roll. 150+25.
Head: Mrs Edwards
Required asap:
1) 0.5 part-time teacher for section 11, class support and other cover in infant classes time and days negotiable.
2) 0.5 part-time teacher for section 11 class support and other cover in junior classes Time and days negotiable.

Scale 1 Supply Teachers

There are currently opportunities available in some 1 050 Nursery, Primary, Secondary and Special Schools throughout Inner London for supply teachers who have satisfactorily completed their probation. There are opportunities for permanent appointment as a cover teacher (not in special schools) as well as on a casual supply basis. If you are interested in pursuing a worthwhile career working in education and would like to receive further details and an application form, contact the Staff Section at your nearest Divisional Office (see below). Special Schools – all areas: 01-633 7071

Hammersmith & Kensington	01-603 3388
Lewisham	01-698 4633
Camden & Westminster	01-486 0180
Southwark	01-703 0855
Islington	01-272 7727
Lambeth	01-274 6288
Hackney	01-602 3177
Wandsworth	01-874 7262
City & Tower Hamlets	01-790 1388
Greenwich	01-855 3161

Applications are invited from qualified teachers interested in working in this exciting inner-city environment.

Application forms and further details are available from the Head of the school, unless requested otherwise. Visits to schools, by appointment, are welcomed.

The closing date for applications is 30th October 1987, unless indicated otherwise.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY EDUCATION
continued

HILLINGDON
LONDON BOROUGH OF HILLINGDON

PINKWELL INFANTS SCHOOL
Pinkwell Lane, Hayes, Middlesex UB3 1PG

Headteacher: Miss S.S. Thompson

Required for January 1988 an experienced and enthusiastic class teacher.

Area of responsibility will depend upon the applicant's qualifications and experience.

Application orms from the Director of Education, Civic Centre, Uxbridge, Middlesex (Tel: Uxbridge 50431) to whom they should be returned as soon as possible.

Outer London Allowance Payable. (55491) 110040

KIRKLEES
METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES

SPENBOROUGH SCHOOLS FIRST SCHOOL
Old Popplewell Lane, Scholes, Cleckheaton BD19 6DN

Ref. 1076

Readvertisement

Required from January 1988 a teacher initially for a class of 1st and 2nd year Juniors but prepared also to teach the infant age range. An interest in Music and/or Design would be an advantage but not essential.

Salary will be paid in accordance with the teachers pay and Conditions Act 1987 on the main scale.

Application forms (SAPE please) from the Director of Educational Services (Ref PT), Oldgate House, 2 Oldgate, Huddersfield HD1 6QW to whom completed forms should be returned within 7 days of this advertisement.

Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (20980) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
COSSINGTON C.E. (CONTROLLED) PRIMARY SCHOOL
Cossington, Leicester LE7 8UU
NOR 71
SCALE MPG
Required January a lively, enthusiastic and committed teacher for infant/lower junior class in a shared teaching area. An interest in all aspects of the Primary curriculum is essential and the ability to offer music may be an advantage.
Please contact the Headteacher for further details and appication forms (sae). (20730) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SCALFORD C.E. PRIMARY SCHOOL
School Lane, Scalford, Melton Mowbray, Leics.
NOR 36
SCALE M.S.
Required January an adaptable versatile primary teacher initially to be responsible for infants but willing to teach across the whole age range of the school. Interested in ALL aspects of the curriculum. Music an advantage.
Please contact the Headteacher for further details and application forms (sae). (20735) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
GLEN HILLS COUNTY PRIMARY SCHOOL
Featherby Drive, Glen Parva, Leicester LE2 9NZ
NOR 400
SCALE MPG
Required January 1988, a permanent part-time 0.5 teacher for remedial work throughout the school.
Please contact the Headteacher for further details and application forms (sae). (20917) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SACRED HEART R.C. PRIMARY SCHOOL
Gray Street, Loughborough, Leics. LE11 2DZ
MAIN SCALE
Required for January 1988, enthusiastic, versatile and committed Catholic reception class teacher who holds Catholic Teachers Certificate.
Please contact the Headteacher for further details and application forms (sae). (20915) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WOODSTOCK PRIMARY SCHOOL
Hathern Avenue, Leicester
NOR 360
Scale M.S.
Required January 1988 an experienced teacher initially for 2nd year junior class with interest in computer education and/or P.E.
Please contact the Headteacher for further details and application forms (sae). (20914) 110040

LEICESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
ST BARNABAS PRIMARY SCHOOL
St. Barnabas Road, Leicester LE5 4BD
N.O.R. 210
SCALE M.P.G.
Required as soon as possible a permanent part-time teacher (0.5) to work with individuals and small groups with learning difficulties.
Please contact the Headteacher for further details and application forms (s.a.e.). (20776) 110040

LEICESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
CALDECOTE JUNIOR SCHOOL
Caldecote Road, Leicester
N.O.R. 375
SCALE M.P.G.
Required January an enthusiastic and experienced class teacher with a responsibility for organising and co-ordinating games and P.E. throughout the school. Other curriculum strengths and interests will be considered.
Please contact the Headteacher for further details and application forms (s.a.e.).
(20777) 110040

LEICESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
COLEMAN INFANT SCHOOL
The Wayne Way, Leicester LE5 4PP
N.O.R. 180
SCALE MAIN PROFESSIONAL GRADE
Required January/April 1988 an enthusiastic Infant Teacher to work with an interest in Science and environmental work with young children.
Please contact the Headteacher for further details and application forms (s.a.e.).
(20778) 110040

LEICESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
IMPERIAL AVENUE INFANTS SCHOOL
Imperial Avenue, Leicester
N.O.R. 257
SCALE M.S.
Required January, experienced infant teacher (Section II funded) for this inner city multi-cultural school.
Please contact the Headteacher for further details and application forms (s.a.e.). (20779) 110040

LEICESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer
LINDEN PRIMARY SCHOOL
Headland Road, Leicester LE5 6AD
N.O.R. 476
SCALE M.P.G.
Required January/April enthusiastic teacher to take charge of a lively class of vertically grouped infants. Experience of infant teaching preferred, musical ability an advantage.
Please contact the Headteacher for further details and application forms (s.a.e.) (20780) 110040

LEICESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
HIGHCLIFFE PRIMARY SCHOOL
Greengate Lane, Birstall, Leics
N.O.R. 352
MAIN SCALE
Required January 1988, an experienced Reception/Middle Infants Class teacher. Story book approach to Reading in operation. Working knowledge of computers at Infant level required.
Please contact the Headteacher for further details and application forms (s.a.e.). (20792) 110040

LEICESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer
HOLYWELL COUNTY PRIMARY SCHOOL
Thirlmere Drive, Loughborough, Leics. LE11 3SJ
N.O.R. 375
SCALE M.S.
Required from January 1988, an experienced teacher for an Upper Junior Class who is also prepared to take responsibility for the teaching of science and the use of computers in the school. There is a recently created science resources base in the school which needs to be developed further.
Tel: Loughborough 231347.
Please contact the Headteacher for further details and application forms (s.a.e.). (20775) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WHITEHALL PRIMARY SCHOOL
Whitehall Road, Leicester
NOR 384
SCALE MPG
Required January 1988, a lively, enthusiastic and committed teacher to take charge of a purpose-built, 50-place nursery unit, and also willing to play a full part in the life and development of the school. The ability to offer leadership in one or more curriculum areas is necessary, as well as an interest in developing positive home/school relationships.
Please contact the Headteacher for further details and application forms (sae). (19058) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SANDFIELD CLOSE PRIMARY SCHOOL
Sandfield Close, Leicester
NOR 430
Main Scale
Required for January 1988:
Post 1) An experienced and enthusiastic Primary Teacher for this large modern school on the edge of the city.
Post 2) An experienced Primary Teacher.
Post 3) A suitably qualified teacher to be responsible for Music throughout the school. There is a strong musical tradition within the school, with a well-established orchestra, many children receiving individual lessons on a variety of instruments (Western and Indian), and two choirs.
Please contact the Headteacher for further details and application forms (sae). (19039) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KNIGHTON FIELDS PRIMARY SCHOOL
Thackeray Street, Leicester LE2 7ND
N.O.R. 247
SCALE M.P.G.
Required January 1988 an enthusiastic class teacher with experience of young infant children. A knowledge of modern maths teaching and a commitment to story method would be an advantage.
Please contact the Headteacher for further details and application forms (S.A.E.). (20739) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MARRIOTT PRIMARY SCHOOL
Marriott Road, Leicester
N.O.R. 312
SCALE M.P.G.
Required January 1988 a class teacher with responsibility for language development and Drama.
Please contact the Headteacher for further details and application forms (s.a.e.). (20740) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SHENTON PRIMARY SCHOOL
Dunlin Road, Leicester
N.O.R. 334
SCALE M.P.G.
Required January 1988 a teacher to work at Infant/Nursery level, with reception children and rising fives.
Please contact the Headteacher for further details and application forms (s.a.e.). (20741) 110040

LEICESTERSHIRE
COUNTY COUNCL
An Equal Opportunity Employer
SOUTHFIELDS INFANT SCHOOL
Southfields Drive, Leicester
Southfields Drive, Leicester LE2 6QT
N.O.R. 202
SCALE M.P.G.
Required November 1987, an experienced Nursery Teacher. Please state curriculum strengths.
Please contact the Headteacher for further details and application forms (s.a.e.). (20742) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
COSBY COUNTY PRIMARY SCHOOL
Portland Street, Cosby, Leics.
N.O.R. 282
SCALE M.P.G.
Required 2nd November 1987, an experienced primary teacher to take charge of a junior class. The ability to teach music and games an advatage.
Please contact the Headteacher for further details and application forms (s.a.e.). (20744) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BROUGHTON ASTLEY C.E. PRIMARY SCHOOL
Orchard Estate, Broughton Astley, Leicester
N.O.R. 251
MAIN PROFESSIONAL GRADE
Required January/April 1988, a teacher of lower infants to join an experienced reception team in an open plan area. Probationer considered.
Please contact the Headteacher for further details and application forms (s.a.e.). (20793) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HIGHAM ON THE HILL C.E. (CONT.) PRIMARY SCHOOL
Higham on the Hill, Nuneaton, Warks.
NOR 52
MAIN SCALE
Required January 1988 or earlier, an enthusiastic teacher to join the staff of this forward looking community Primary School, and initially to teach an infant class.
Please contact the Headteacher for further details and application forms (sae). (20918) 110040

NORTH YORKSHIRE
DUNNINGTON PRIMARY SCHOOL
Requird for January, 1988, a Junior Teacher. Please state curricular strengths and interests. Main Scale.
Application forms (s.a.e. please) from Department 'A', Area Education Office, 60 Piccadilly, York YO1 1PW, to be completed and returned by 30th October 1987. (20871) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
STOKES C.E. PRIMARY SCHOOL
Queens Road, Blaby, Leicester LE8 3EG
NOR 300
MAIN PROFESSIONAL GRADE
Required January/April 1988, an experienced 4+ teacher for reception infants. Music an advantage.
Please contact the Headteacher for further details and application forms (sae). (20793) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
LEICESTER ABBEY PRIMARY SCHOOL
Ellis Avenue, Leicester
NOR 352
Scale MS
Required January 1988 a teacher of 4th year juniors in this city primary school.
Please contact the Headteacher for further details and application forms (sae). (20738) 110040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KNOSSINGTON C.E. PRIMARY SCHOOL
Knossington, Oakham, Leics.
NOR 28
Scale MPG
Required 11th April 1988, an experienced and enthusiastic primary teacher for this small rural school. An interest in Science and Computer Studies would be an advantage. Please state strengths.
Please contact the Headteacher for further details and application forms (sae). (19043) 110040

LEICSTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
ST. EDWARD'S C. OF E. PRMARY SCHOOL
The Dovecote, 132 Castle Donington, Derby DE7 2LH
N.O.R. 132
MAIN SCALE
Required after half-term enthusiastic and versatile teacher with experience across the primary age range. Particular interest in maths and computers, with art and display would be an advantage. A possible Scale II could be available to suitable candidates, who must be willing to work in a team and contribute towards curriculum development of the school.
Please contact the Headteacher for further details and application forms. (20781) 110040

LINCOLNSHIRE
HECKINGTON C.E. SCHOOL
Heckington, Sleaford, Lincs
(Group 3 - Roll 210)
Ref: T685
Required (for January 1988 (Main Scale) an enthusiastic, experienced teacher for this newly extended and well equipned primary school. Initially the post will be with a class of 24 second year junior children. A competent pianist willing to play for assemblies, choir etc., would be a definite advantage. Closing date 30th October 1987.
S.A.E. to Head for form and details. (20784) 110040

LONDON N21
PALMERS GREEN HIGH SCHOOL
Please see main advertisement in Preparatory Section other than by subject.
(20702) 110040

LONDON SW15
PUTNEY HIGH SCHOOL

Class teacher required.

See advertisement under Independent Preparatory Schools. (35488) 110040

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
Merton is an Equal Opportunities Employer
All applications will be considered on their merits
DUNDONALD PRIMARY
Dundonald Road, London SW19 3RH
Tel: 01-542 6335
Roll: 309
Age Range: 3-9 years
Head Teacher: Mrs. M. Mudie
Required for 1st January 1988 a Temporary Teacher to cover for Maternity Leave.
Closing date: 30th October 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope. (22927) 110040

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
DERSINGHAM INFANT SCHOOL
Dersingham Avenue, London E12
Head Teacher: Mrs H. Wainwright
Number on roll: 210
CLASS TEACHER
Required JANUARY 1988/AS SOON AS POSSIBLE.
An energetic infant teacher to join a committed staff. Please state area of special interest.
LONDON ALLOWANCE £1,215.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 27.10.87.
Education Offices, 379/383 High Street, Stratford E15 4RD. (20565) 110040

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
MARYLAND INFANT SCHOOL
Gurney Road, London E15 1SL
Headteacher: Mrs J. Jones
Number on roll: 110 + 80 part time nursery
TEACHER FOR NURSERY
Required: JANUARY 1988.
Applications are invited from suitably qualified teachers with a commitment to modern teaching methods for this well equipped 80 place nursery.
LONDON ALLOWANCE £1,215 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 27.10.87.
Education Offices, 379/383 High Street, Stratford E15 4RD. (20664) 110040

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
CENTRAL PARK INFANT SCHOOL
Central Park Road, London E6 3DW
Head Teacher: Mrs C.L. Simpson
Number on roll: 220 + 80 PT Nursery
MUSIC TEACHER
Required: JANUARY 1988.
A qualified teacher able to teach music and choral singing to infant children. Must be able to lead the staff in personal development in this area of the curriculum and with consultation devise a school policy for music.
LONDON ALLOWANCE £1,215 plus Social Priority Allowance.
Application forms (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 27.10.87.
Education Offices, 379/383 High Street, Stratford E15 4RD. (20261) 110040

NORFOLK
COUNTY COUNCIL

EDUCATION DEPARTMENT

NORTH DENES MIDDLE SCHOOL
Jellicoe Road, Gt. Yarmouth

NOR 280 8-12 Mixed

Required January 1988.

Area Special Class Teacher Main Scale (formerly Scale 2).

Closing date 30.10.87.

Application forms and further details obtainable from and returnable to the Area Education Officer, 22 Euston Road, Gt. Yarmouth NR30 1EA on receipt of s.a.e. (20788) 110040

NORTH YORKSHIRE
EMBSAY C.E. (V.C.) PRIMARY SCHOOL

Required for January 1988, enthusiastic teacher to work with reception and first year infants. Please state curricular strengths.

WATER STREET C.P. SCHOOL
Skipton

Required for January 1988, a teacher for Juniors (8-10 years). Interest in Language development and/or boys games and advantage.

Application forms (s.a.e. please) from the Area Education Officer, Water Street, Skipton BD23 1PD, returnable by 27th October 1987. (20672) 110040

NORTHAMPTONSHIRE
OUNDLE PRIMARY SCHOOL
Milton Road, Oundle, Peterborough PE8 4AB

Tel: Oundle 72592

MAIN PROFESSIONAL GRADE

Required for January 1988, if possible, an enthusiastic and committed class teacher who will make a contribution to this lively first school (age range 4-9).

Visits are invited prior to application and further details are available from Mr T.R. Butters.

Closing date - 30th October.

Application forms (s.a.e.) available from the County Education Officer (Ref: MH), Northampton House, Northampton NN1 2HX.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (19379) 110040

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM
EDUCATION COMMITTEE
ST. MARGARET'S C.E. PRIMARY SCHOOL
Required for January 1988 a lively and enthusiastic teacher (Main Scale) to work in the Lower Junior Department of this open plan school.
A commitment to an integrated approach to the curriculum is necessary. The ability to assist with games an advantage although not essential.
Communicant member of the Church of England preferred.
This post is temporary to 31st August 1988.
Please apply by letter including full C.V. and names and addresses of 2 referees to Rev. A. George, c/o the school no later than 23rd October.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (20287) 110040

EDUCATION DEPARTMENT

HOLY FAMILY AND ST. MICHAEL'S R.C. PRIMARY SCHOOL (N.O.R. 146)

TWO MAIN GRADE TEACHERS £7,599 - £13,299 (Oct '87 rates)
Required for January 1988 or earlier if possible, one junior and one infant or two infant teachers. Practising Catholics preferred for both posts.

HEMSWORTH SACRED HEART R.C. JUNIOR & INFANTS

MAIN GRADE TEACHER £7,599 - £13,299 (Oct '87 rates)
Required for January 1988 a teacher for a class of 8-10 year olds with mixed ability. Roman Catholic teaching certificate preferred.

PART-TIME TEACHER (.5) £7,598 - £13,299 (Oct '87 rates) (pro rata)
Required as soon as possible to assist with basic skills throughout the school. Roman Catholic preferred. Please contact the Head for working arrangements on Hemsworth 610627. CLOSING DATE: 26 OCTOBER, 1987.

Application forms available (on receipt of an s.a.e.) from The Chief Education officer, 8 Bond Street, Wakefield, WF1 2QL, to be returned by 30 October, 1987, unless otherwise stated.

EDUCATION DEPARTMENT
WAKEFIELD CAREERS SERVICE
CAREERS OFFICER

SCALE 4/5 £7,659 - £9,654
Wakefield Careers Service is seeking a qualified Careers Officer to join its team of forward-looking staff. The successful applicant will carry out the full range of duties, including an education caseload.

This is a temporary appointment until 30 September, 1988, based in the Castleford/Pontefract area.

Holders of the Diploma in Careers Guidance will be appointed to an appropriate point on Scale 5. (Post Ref. No. E45:1).

Application forms may be obtained by writing to The Chief Personnel Officer, Town Hall, Wakefield, WF1 2HQ, or by telephoning Wakefield 367111, Ext. 3199, to be returned, quoting the appropriate post reference number by 28 October, 1987. (53710)

City of Wakefield Metropolitan District Council

PRIMARY EDUCATION
continued

OLDHAM
METROPOLITAN BOROUGH OF OLDHAM COMMITTEE
EDUCATION C.E. PRIMARY
ST. HILDA'S C.E. PRIMARY SCHOOL
Required for January 1988, an Infant Teacher (Main Scale) initially to work with the infant 2/3 in a team teaching situation. We have an 80% ethnic minority, most of whom originate from Bangladesh.
As well as a commitment to Early Years teaching, an interest in E2L is desirable.
This post is temporary to 31st August 1988.
Please apply by letter including full c.v. and names and addresses of 2 referees to the Chairman of Governors, Mr F. Lord, 14 Strand Way, Royton, Oldham OL2 5BG no later than 30th October.
An Equal Opportunity Employer.
Assistance with Local Authority Housing available. (20286) 110040

OXFORDSHIRE
COUNTY COUNCIL
BARLEY HILL C.P. SCHOOL
Ludsden Grove, Thame
Required for Janaury 1988, a full-time teacher for Upper Juniors in this modern school of flexible design. Ability to take responsibility for boys games would be an advantage.
Application forms and further details available from the Headteacher to be returned as soon as possible.
An Equal Opportunity Employer. (20830) 110040

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
LLANFAIR CAEREINION C.P. SCHOOL
Required for January 1988 an experienced teacher for the Junior/Infant Department in the above school. Welsh essential. Salary - Main Scale. (Ref: 459).
Application forms obtainable from the Director of Education, The Lindens, Spa Road, Llandrindod Wells, Powys, to whom completed forms should be returned by 30th October, 1987.
The County Council pursues a policy of equality of opportunity. (16515) 110040

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

SACRED HEART RC JM/I SCHOOL
St. Mark's Road, Teddington, Middlesex TW11 9DD

MAIN SCALE TEACHER
Plus £795 Outer London Allowance

Required for January 1988, an experienced infant teacher willing to contribute to the general life of the school.

Applicants should be committed, practising Catholics.

Forms (foolscap s.a.e.) from Director of Education, Regal House, London Road, Twickenham TW1 3QB returnable to the Headmistress at the school by 2 November 1987. (19389) 110040

SHROPSHIRE
ALEXANDER FLEMING COUNTY INFANT SCHOOL
109 Southgate, Sutton Hill, Telford, Shropshire TF7 4HG

Tel: Telford 586532

Required for January 1988, experienced teacher of infants (Main Scale). Strong commitment to the direct experience approach of learning is required.

Application forms and details from the Head (s.a.e.) (20236) 110040

SOLIHULL
EDUCATION COMMITTEE

TEACHERS (2 posts)

MAIN SCALE

Required at the following schools January 1988, or as soon as possible. (One post per school)

TIDBURY GREEN JUNIOR AND INFANT SCHOOL
Dickens Heath Road, Tidbury Green, Solihull, West Midlands B90 1QW

Tel: Wythall 823189

Interest in Maths and Science.

MARSTON GREEN INFANT SCHOOL
Elm Farm Avenue, Marston Green, Birmingham B37 7BA

Tel: 021-779 5667

Please state special interests.

For both posts send SAE to the Head Teacher at the appropriate school for application form.

Closing date 6th November 1987. (19374) 110040

SOMERSET
COUNTY COUNCIL

PAWLETT COUNTY PRIMARY SCHOOL
Pawlett, Bridgwater

(NOR 60)

TEMPORARY TEACHER (MAIN SCALE)

For January 1988, or as soon as possible thereafter, until 31st August 1987 for a class of 6 - 8 year olds.

Application form and further details (sae please) from the Head at the school. Closing date 26th October.

AN EQUAL OPPORTUNITIES EMPLOYER. (19361) 110040

SURREY
EDUCATION COMMITTEE
FELBRIDGE COUNTY PRIMARY SCHOOL
Felbridge, East Grinstead, Sussex RH19 2NT
Tel: East Grinstead (0342) 23413
Main Scale Teacher required for January 1988, or as soon as possible thereafter. Initially for class of Lower Juniors. Applicants have energy and interest to take responsibility for curriculum development; present post holder has responsibility for Language but other interests would be welcomed.
Application Forms and further details from the Headteacher. (19392) 110040

SURREY
EDUCATION COMMITTEE
CUDDINGTON CROFT COUNTY FIRST AND MIDDLE SCHOOL
West Drive, Cheam
Required for January 1988
An enthusiastic and experienced teacher to take an advisory role for Music throughout this first and middle school - including teaching responsibility for the thriving orchestra.
You will initially teach a second year middle school class at Main Scale.
Application forms and further details available from: Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Tel: Weybridge 852811. Closing Date: 5th October 1987. (19390) 110040

SHROPSHIRE
COALBROOKDALE AND IRONBRIDGE C.E. SCHOOL
Dale End, Coalbrookdale, Telford TF8 7DS

Tel: Ironbridge 3534

Required for January, 1988, permanent, full-time Teacher for Upper Infants/Lower Juniors. A swimming qualification an advantage.

Application forms and details from the Head, to be returned by 23rd October 1987, (SAE required). (20574) 110040

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

LOWTHER JM/I SCHOOL
Stillingfleet Road, Barnes, London SW13 9AE

Tel: 01-748 3984

MAIN SCALE TEACHER
Plus £795 Outer London Allowance

Required for January 1988 for this JM & I School with a roll of 153 an enthusiastic Reception class teacher (full-time established). Please state areas of curriculum in which you are interested.

Application forms (s.a.e. please) from Director of Education, Regal House, London Road, Twickenham, Middx. TW1 3QB, returnable to the Headteacher at the school by Monday 2nd November 1987. (20653) 110040

SHROPSHIRE
PARK COUNTY JUNIOR SCHOOL
North Road, Wellington, Telford TF1 3ES

Required from January 1988, a temporary, for 2 terms, full time Main Professional Grade Teacher. The Job is that of a Learning Support Teacher for children with Special Educational Needs in the main stream school, age range 7-11.

Closing date: Monday 2nd November, 1987.

Application forms and further details available from the Head (SAE). (20584) 110040

SHROPSHIRE
STIRCHLEY COUNTY FIRST SCHOOL
Calcot Centre, Stirchley, Telford, Shropshire TF3 1YQ

Tel: Telford 596731

Required for Easter 1988, permanent, full-time, enthusiastic class Teacher (Main Scale) - for top infants in the first instance, please state areas of the curriculum in which the applicant take lead.

Application forms and details from the Head (s.a.e. required). (20580) 110040

SOMERSET
COUNTY COUNCIL

MILFORD COUNTY JUNIOR SCHOOL
Yeovil

(NOR 350)

TEMPORARY TEACHER (MAIN SCALE)

For January 1988, or earlier if possible, for 1st Year Juniors. Initially to cover for a maternity leave, but there will be a strong possibility of the post being filled on a permanent basis in due course. Please state strengths.

Application form and further details (sae please) from the Head at the school. Closing date 1st November.

AN EQUAL OPPORTUNITIES EMPLOYER. (19387) 110040

SURREY
EDUCATION COMMITTEE
ST IGNATIUS R.C. FIRST AND MIDDLE SCHOOL
Green Street, Sunbury
Required for January 1988, two temporary teachers.
An interest in Maths or Science an advantage.
Application Forms From: Area Education Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ. Tel: Weybridge 852811. (19389) 110040

SURREY
EDUCATION COMMITTEE
TOWN FARM COUNTY MIDDLE SCHOOL
St Mary's Crescent, Stanwell
Required for January 1988 or sooner. A Middle school class teacher to work for the rest of this academic year in a team teaching situation with 4th year pupils.
Application forms available (from:- Area Educaton Office, 7 Monument Hill, Weybridge, Surrey KT13 8RZ, Tel: Weybridge 852811. Closing Date: 30th October 1987. (20951) 110040

SUTTON
LONDON BOROUGH OF SUTTON
STANLEY PARK JUNIOR SCHOOL
Stanley Park Road, Carshalton, Surrey
MAIN SCALE TEACHER
Required 1st January 1988, a versatile and enthusiastic, experienced teacher to work initially as a support teacher with other members of staff in classes throughout the 7-11 age range. An interest in PE and Games would be an advantage.
Application form obtainable from and returnable to the Director of Education, The Grove, Carshalton, Surrey SM5 3AL.
Closing date: 29th October 1987.
An Equal Opportunity Employer. (20561) 110040

SUTTON
LONDON BOROUGH OF SUTTON
TWEEDDALE INFANTS SCHOOL
Paisley Road, Carshalton, Surrey
NURSERY CLASS TEACHER - MAIN SCALE + SOCIAL PRIORITY ALLOWANCE
Required January 1988, an enthusiastic Nursery teacher to work as one of a team in a double Nursery Unit in this large infants school. Ability to play the piano desirable but not essential.
Application form obtainable from and returnable to the Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Tel: 01-661 5741 (24 hour ansafone service).
Closing date 27th October 1987.
An Equal Opportunity Employer. (22956) 110040

WAKEFIELD
Please see display advertisement on Page 70.
(20800) 110040

SUTTON
LONDON BOROUGH OF SUTTON
BEDDINGTON PARTK PRIMARY SCHOOL
Derry Road, Beddington, Croydon, Surrey
CLASS TEACHER - MAIN SCALE
Required January 1988, to join a team of enthusiastic teachers in this one form entry primary school. The successful applicant would, in the first instance, be required to teach the reception infant class. The ability to provide leadership in music, or language development would be an advantage.
Application form obtainable from and returnable to the Director of Education, The Grove, Carshalton, Surrey SM5 3AL. Tel: 01-661 5741 (24 hour ansafone).
Closing date 27th October 1987.
An Equal Opportunity Employer. (22955) 110040

WILTSHIRE
Please see display advertisement on Page 40.
(35485) 110040

WEST SUSSEX
EDUCATION DEPARTMENT
TEACHERS
ST. NICOLAS & ST. MARY C.E. (AIDED) FIRST & MIDDLE SCHOOL
Shoreham-by-Sea
Required for January 1988: TWO enthusiastic teachers for this well-situated and well-equipped school.
1) Reception Class teacher
2) A teacher for 7-8 year olds
One of the successful candidates will be required to play the piano and take responsibility for music in the First School.
The other will be responsible for a curriculum area. Applicants should be sympathetic to the ethos of a Church of England School.
Application forms and further details available from the Headteacher, St. Nicolas and St. Mary C.E. School, Eastern Avenue, Shoreham-by-Sea BN4 6PE (s.a.e. please). (20926) 110040

Ealing

EDUCATION SERVICE

L.E.A. TRAINING GRANTS SCHEME

Three Advisory Teachers

(Incentive Allowance £3000 per annum in addition to Main Scale plus £1215 London Weighting).

Required for January 1988. Contract two terms (in first instant) for the following posts:

1. Observation and Assessment (Primary) (TGS/1)
2. Primary Phase Early Years 5-8 ((TGS/2)
3. Primary Phase Middle Years 8-12 (TGS/3)

Further information and application forms (please quote job reference) available from Joyce Thorpe, Ealing L.E.A. Training Grants Scheme Office, Elthorn School Site, Westlea Road, Boston Road, London W7 2AD. Tel: 01-840 4050 Ext. 41 or 43.

Closing date for receipt of applications 30th October 1987.

Re-advertisement

Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. 52382

Waltham Forest

Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of race, colour, creed, ethnic or national origin, age, disability, marital status, sex or sexual orientation.

To assist in recruitment of teachers to this Authority a playgroup has been opened for 5 days a week during term-time from 8.30 a.m.–4.30 p.m. providing for teachers' children from 3–5 years of age.

Except where otherwise stated, application forms (and further details) are available from and returnable to the Head Teacher concerned.

Secondary

MAIN SCALE

LEYTONSTONE SCHOOL
Colworth Road, London E11
Head: Mrs C A Broomfield

Required for January

Teacher of English — Main Scale plus Outer London Allowance, required in this co-ed, comprehensive school for pupils aged 11–18 years (950 on roll) to teach English throughout the School in a lively and enthusiastic department. Fourth and Fifth year pupils are following the GCSE English and English Literature courses of the N.E.A. Board which are 100% coursework assessed. Familiarity with this system will be an advantage but probationers should not be deterred from applying.

Send letter of application, CV and names and addresses of two referees to the Headteacher as soon as possible.

Ref. P83/67/T

TOM HOOD SCHOOL
Terling Close, London E11
Head: W J Ruston

Required for January

Temporary Art Teacher — Main Scale plus Outer London and Social Priority Allowances required in this mixed comprehensive school for pupils aged 11–16 years (960 on roll). An enthusiastic and well qualified Art Specialist is required for two terms to teach across the full ability range. The person appointed will be joining an enthusiastic team of teachers who enjoy first class facilities.

Send letter of application, CV and names and addresses of two referees to the Headteacher as soon as possible.

Ref. P91/57/T

Primary

MAIN SCALE

Primary Teachers are required now in Nursery, Infant, Junior and Primary Schools throughout the Authority. Some posts are suitable for newly qualified teachers. Teachers interested in appointments for 1 or 2 terms are encouraged to apply. Permanent, temporary and part-time posts are available.

Main Scale plus Outer London Allowance.

Applications from Secondary teachers with relevant qualifications are invited.

For an application form please write to the Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, London E10 5QJ indicating type of post in which you are interested, or telephone 01 558 3553 (24 hours answering service).

Ref. P/66/T

BARCLAY JUNIOR SCHOOL
Canterbury Road, London E10
Head: Mr J Cullis

Required as soon as possible

An enthusiastic Junior Teacher for this large multi-cultural school. An interest in Special Education Needs would be an advantage.

Main Scale plus Outer London Allowance.

Ref. P4/59/T

DOWNSELL INFANTS' SCHOOL
Downsell Road, London E15
Head: Miss S Brodie

Required as soon as possible

Nursery teacher for 60 place f.t.e. Nursery in Multi-cultural Community.

Main Scale plus Outer London and Social Priority Allowances.

Ref. P23/58/T

SYBOURN INFANT SCHOOL
Sybourn Street, London E17
Acting Head: Mrs G Miles

Required for January

An enthusiastic and caring teacher for a class of Middle Infants.

Main Scale plus Outer London Allowance.

Ref. P59/60/T

WOODFORD GREEN PRIMARY SCHOOL
Sunset Avenue, Woodford Green, Essex
Head: Mr D Stanley

Required for January

Experienced or newly qualified infant teacher required to teach older infants initially.

Main Scale plus Outer London Allowance.

Ref. P67/61/T

WOODSIDE INFANTS' SCHOOL
Wood Street, London E17
Head: Mrs B Rainey

Required as soon as possible

Teacher required; an interest in C.D.T. an advantage.

Main Scale plus Outer London and Social Priority Allowances.

Ref. P89/65/T

Special

MAIN SCALE + ALLOWANCE B

WHITEFIELD SCHOOL AND CENTRE
Macdonald Road, London E17 4AZ
Head: P Turner

Whitefield is a large Special School catering in a number of separate Departments, for some 300 children with a wide variety of special needs. The school also acts as a resource centre for parents and professionals interested in the special needs field. Whitefield's multi-disciplined approach is reflected in the wide range of professional disciplines represented among 176 strong staff including 68 teachers. The in-service training facilities including a special needs library and information service are probably without parallel in this country.

Teacher Main Scale plus Allowance 'B' plus Outer London Allowance.

Department for Children with Specific Language Difficulties.

An experienced teacher is required to fill this responsible position in the department catering for pupils with language difficulties in the age range 5–12. The department consists of 36 children, 6 teachers and 6 ancillary staff.

Applicants should have experience of working with children who have special needs in the primary age range. An additional qualification in remedial language studies would be an advantage.

Application forms and further details may be obtained from Mrs C Coleman at the school, telephone (01) 531 3426.

Closing date: 23rd October 1987 Ref. S13/63/T

WEST SUSSEX
EDUCATION DEPARTMENT
JOHN SELDEN COUNTY FIRST SCHOOL
Worthing
TEACHER IN CHARGE OF CLASS FOR SPEECH AND LANGUAGE IMPAIRED CHILDREN
Salary: Main Scale
Required for January 1988, a suitably qualified teacher with an interest in language teaching who would like to work with a group of children with special needs. An ability to work closely with a speech therapist and mainstream class teachers is desired.
Application forms and further details may be obtained from the Acting Headteacher, John Selden School, Nelson Road, Worthing BN12 6EN. Closing date: 23rd October 1987. (22909) 110040

WEST SUSSEX
INFANT TEACHER
ST. JAMES' C.E. (CONTROLLED) FIRST SCHOOL
Pulborough
(Group 1)
Salary: Main Scale
Required for January 1988 a committed and enthusiastic teacher for a small vertically grouped infant class.
Application forms and further details available from the Headteacher, St. James' C.E. School, Coldwaltham, Pulborough RH20 1LW (s.a.e. please). (19319) 110040

Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

Fisherton Manor County Middle School, Highbury Avenue, Salisbury, SP2 7HJ

Group 6 **N.O.R. 285**

A Head Teacher is required from April 1988 for this 9-13 Middle School serving part of Western Salisbury. The vacancy arises following the retirement of Mr. J. Cutter in December 1987.

Fisherton Manor Middle School forms part of a three tier comprehensive pyramid which serves an extensive urban and rural area in Wilton and West Salisbury. The pyramid consists of 12 5-9 First Schools, two other middle schools and Westwood St. Thomas' 13-18 upper school.

Salisbury is an attractive Cathedral city with ready access to the New Forest, South Coast and London. It has a wide range of cultural, sports and shopping facilities.

Application form and further details (S.A.E. please) from and returnable to the Chief Education Officer, Education Department, (Ref. ST/T/PMB), County Hall, Trowbridge, BA14 8JB by 28th October 1987. 53719

EDUCATION DEPARTMENT

Head Teacher

Holy Cross R.C. Intermediate School, Crawley

Salary: Group 5

Applications are invited for this post at the above school for pupils aged 9-13 years.

It is intended to make an appointment for April 1988.

A practising Catholic is required.

The school has 16 classrooms and specialist accommodation for Science, Art and Craft and Home Economics. The school is well situated and has some three acres of playing fields.

Assistance will be given towards removal and resettlement expenses in appropriate cases.

Application and further details are available from the Area Education Officer, Goffs Park House, Horsham Road, Crawley, West Sussex (S.A.E. PLEASE)

(52385)

west sussex

Ealing

EDUCATION SERVICE

SUPPLY TEACHING

Work when you wish
£43 - £65 per day

Ealing is looking for qualified experienced teachers in all subjects who are interested in supply work in Primary, Nursery, High and Special Schools. You must have Qualified Teacher Status granted by the DES. For casual supply teaching you will need to have passed probation. We need teachers who can be available at short notice — for a morning/afternoon, a day, a week or longer — to cover for absent permanent staff. Applicants are also welcome for temporary appointments for a term or more.

Supply teaching gives you the chance to use your skills at times that are convenient to you.

If you would like more details, please telephone Miss O'Connell or Mrs Avery on 579 2424 Ext 43270 or 43272 or write to Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W5 5SU.

Ealing's new Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men.

(17212)

Peripatetic Posts

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
PERMANENT UNATTACHED STAFF
MAIN PROFESSIONAL GRADE
Required for January 1988. Applications are invited from well-qualified and experienced teachers interested in widening their career development to join Leicestershire's team of Permanent Unattached staff. Posts are tenable from the beginning of the Spring Term 1988 although an earlier date could be subject to negotiation.
Applicants should be versatile teachers able to contribute to the strength of the team. A car is necessary and travelling expenses will be paid at the Leicestershire approved rate for teachers. Tel: Leicester 317682 for further details. (20817) 110048

Remedial and Special Needs Teaching Posts

Main Scale

ESSEX
SPECIAL EDUCATION NEEDS SUPPORT SERVICE
SPECIAL EDUCATIONAL NEEDS TEACHERS - MAIN SCALE + £309 f.s.
RE-ADVERTISEMENT - Previous applicants automatically considered
Required January/Easter 1988.
Primary teachers with appropriate qualifications, experience, inter-personal skills. Team members each support group of Primary Schools.
Relocation expenses of c. £4000 payable to those who qualify.
Tel: S.W. Essex Area Education Office, The Knares, Basildon, 0268 44022 for form and details. (20968) 111040

Peripatetic Posts

OXFORDSHIRE
COUNTY COUNCIL
WANTAGE AREA SPECIAL NEEDS ADVISORY SUPPORT TEACHER
Required January 1988 a part-time (0.8) Special Needs Advisory and Support Teacher. (MPG & £1,002) to work mainly in the Wantage area Primary Schools.
Application forms and further details available from the Chief Education Officer, (Ref: DPC), Macclesfield House, New Road, Oxford OX1 1NA to be returned within a fortnight of this advertisement.
An Equal Opportunity Employer. (20827) 111048

Middle School Education

Headships

HAMPSHIRE
SOUTH EAST HANTS AREA
MEADOWLANDS MIDDLE SCHOOL
Woodcroft Lane, Lovedean, Portsmouth, Hants.
Applications are invited for the post of HEADTEACHER (Group 5) of this (8-12) Middle School with effect from September 1988. Closing date: 30th October 1987.
Please apply to Area Education Officer, PO Box 37, New Lane, Havant, Hants. PO9 2XP enclosing s.a.e. for further details and application form.
We pursue a policy of equality of opportunity. Applications are particularly welcome from people with disabilities. (21297) 120010

Deputy Headships (Inc. Second Masters/ Mistresses)

DORSET
WAREHAM MIDDLE SCHOOL
Worgret Road, Wareham BH20 4PH
DEPUTY HEAD TEACHER - GROUP 5
Required from April 1988.
Further details and application forms (s.a.e. please) from the Headteacher, to whom they should be returned by 6th November 1987. (20849) 120012

DORSET
COUNTY COUNCIL
CANFORD HEATH MIDDLE SCHOOL
Learoyd Road, Canford Heath, Poole BH17 7PJ
(Age range 8-12, 560 on roll)
Required Easter 1988.
DEPUTY HEAD TEACHER - GROUP 6
Application forms and further details from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER. (Closing date 6th November, 1987). (20578) 120012

By Subject Classification

Music

Peripatetic Posts

SHEFFIELD
CITY OF SHEFFIELD
EDUCATION DEPARTMENT
INSTRUMENTAL MUSIC SERVICE
Peripatetic Teacher of Violincello (Job-Share) - 2 days per week
Required from 1st January 1988.
A qualified teacher of cello, preferably with a working knowledge of other stringed instruments, is required in January 1988. Salary will be a fraction of the main professional grade.
The successful applicant will teach in a variety of schools for 1½ days per week. The remaining half-day will be spent in the Live Music to Schools programme.
There may be an opportunity for further work with Central ensembles.
The post will be based at Langsett Music Centre and travelling expenses will be paid in accordance with the LEA rates.
Application forms and further details available from the Head of Instrumental Music Service, Langsett Music Centre, Burton Street, Sheffield S6 2HH, Tel: 0742 335589, to whom they should be returnd by 23rd October 1987.
Sheffield Council is an Equal Opportunity Employer. (19025) 123848

Physical Education

Main Scale

WILTSHIRE

An Equal Opportunity Employer

SALISBURY - FISHERTON MANOR MIDDLE SCHOOL
Highbury Avenue, Salisbury SP2 7HJ

(9-13 years: Mixed: N.O.R. 320)

Required for January 1988 a qualified teacher for Girls Physical Education and Art. Music or General Subjects. Consideration will be given to first post applicants.

Application forms and further particulars from the Head Teacher on receipt of a S.A.E. Return closing date 30th October 1987. (35477) 124240

Other than by Subject Classification

Main Scale Incentive B

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SHEERNESS, ST GEORGE'S C.E. (AIDED) MIDDLE SCHOOL
St. George's Avenue, Sheerness ME12 3AU
Required Spring Term 1988 Year Group Co-ordinator Main Professional Grade + incentive allowance 'B'. The school is seeking to appoint an enthusiastic and dedicated teacher to take responsibility for the First Year in this 9-13 Middle School plus the responsibility for Language Development including special needs throughout the school.
Applicants must have the ability to organise and be an effective and co-operative team leader showing an awareness of and ability to develop language across the curriculum.
Apply in writing to the Acting Headmaster, Mr P. Trigwell enclosing c.v. and names/addresses of two referees by 23rd October, 1987. (19665) 125736

SHROPSHIRE

STIRCHLEY COUNTY MIDDLE SCHOOL
District Centre, Stirchley, Telford

Tel: 591856

Area Leader Incentive allowance B. - A Genuinely enthusiastic and committed teacher required for January 1988 to lead a team of 3 other class-based teachers of children aged 10-12 years. Primary/Middle experience essential.

Telephone the Head for details and form. Closing date 23 October 1987. (20859) [illegible]

Main Scale

EALING
LONDON BOROUGH EDUCATION SERVICE
DURDANS PARK MIDDLE SCHOOL
King George's Drive, Lady Margaret Road, Southall, Middlesex UB1 2PQ
Tel: 01-578 6918
Teacher required as soon as possible to teach Punjabi at this open plan multi-ethnic school. The post also involves some general class teaching.
Application forms from Head (sae) to be returned by 30th October 1987.
Main salary scale + £1,215 London Weighting.
Relocation expenses payable subject to conditions.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, from people with disabilities and from lesbians and gay men. (20244) 125740

HARROW
EDUCATION COMMITTEE

Applications are invited from suitably qualified teachers for the following post(s):-

BELMONT MIDDLE SCHOOL
Hibbert Road, Harrow Weald

Tel: 01-427 0903

PART-TIME TEACHER (0.5)

Required for January 1988, an enthusiastic part-time (0.5) teacher to teach across the age range in this multi-cultural Middle School. A commitment to modern primary practice is essential.

The successful candidate will be expected to teach classes and also to provide teaching support within classrooms.

Candidates should state their particular strengths and interests.

Outer London Allowance Payable.

Application forms from and to be returned to the Head of the School by 28.10.87.

Harrow is an equal opportunities employer. (20667) 125740

CRANBROOK SCHOOL
KENT

A co-educational Upper School of 300 boarders and 420 day children, including a Sixth Form of 300.

The school was founded in 1520 and is now Voluntary Aided.

Applications are invited for the appointment of

Head

which becomes vacant on 1st September 1988

Full details and application form may be obtained from The Clerk to the Governors, Cranbrook School, Cranbrook, Kent, TN17 3JD Tel: 0580 713334/712554

Closing date for applications 6th November 1987 53711

SHROPSHIRE EDUCATION COMMITTEE
AN EQUAL OPPORTUNITY EMPLOYER
SECONDARY HEADSHIP
REQUIRED APRIL 1988

William Brookes School, Much Wenlock 11-18 (group 9)

Further Details and Application Forms (s.a.e.) from:

The County Education Officer Deansgate,
Education Department,
Shirehall,
Shrewsbury,
SY2 6ND.

Closing date: Monday 26th October 1987. 63487

Shropshire County Council

Secondary Education

Headships

DERBYSHIRE
COUNTY COUNCIL
HEADSHIP
Group 7
(Re-advertisement)
Practising Catholic required
ST PHILIP HOWARD RC SCHOOL
St Mary's Road, Glossop, Derbyshire SK13 8DR
Tel: Glossop 3611
(11-16, NOR 409)
Previous applicants will be considered without the need for re-application.
Application forms and further details (SAE please) from the Director of Education, County Offices, Matlock, Derbyshire DE4 3AG, quoting reference (X/LK/GL). Closing date - 30 October 1987. (20278) 130010

NORTHAMPTONSHIRE

KETTERING SOUTHFIELD SCHOOL FOR GIRLS
Lewis Road, Kettering, Northants. NN15 6HE

APPOINTMENT OF HEADTEACHER: Group 10

Applications are invited for the post of Headteacher at this girls' comprehensive school of approximately 700 pupils aged 11-18. Southfield was reorganised on comprehensive lines in 1975. The buildings are of modern design including new Design and Music Centres.

Southfield School is part of the 'Alternative Approach' for Kettering schools which seeks to overcome the problem of falling rolls in the town by increased co-operation and co-ordination between the six secondary schools. The scheme provides an opportunity for accelerated curriculum development and increased community involvement in school affairs.

It is anticipated that the appointment will take effect from the County Education Officer (Ref: ST/DL), Northampton House, Northampton NN1 2HX on receipt of a SAE.

Closing date a fortnight after the appearance of this advertisement.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (19651) 130010

THE TIMES EDUCATIONAL SUPPLEMENT 16.10.87

HERTFORDSHIRE
COUNTY COUNCIL
EAST HERTS DIVISION
[illegible]DALES SCHOOL
[illegible] Lane, Ware
Required from 19th April [illegible], Headteacher for this 5 [illegible] all ability school for girls. [illegible] 10 salary, plus fringe [illegible]. Number on roll 808 [illegible] Form 90, mainly on 'A' [illegible] courses).
The County Council operates [illegible] recruitment incentive schemes.
Application forms and further particulars from The Divisional Education Officer, [illegible] House, Hagsdell Road, [illegible] SG13 8BQ, to whom completed application forms should be returned by Monday [illegible] November 1987. ([illegible]) 130010

HONG KONG
[illegible] for Principal of Island [illegible], Hong Kong. [illegible] 'Overseas Posts Section'. (20705) 130010

Deputy Headships (Inc. Second Masters/ Mistresses)

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
[illegible] CLACK COMPREHENSIVE SCHOOL.
[illegible] Road, Dagenham.
[illegible] (1540)
Required for April 1988 or earlier if possible:- Deputy Headteacher (Group [illegible]).
The vacancy arises due to the retirement of the Second Deputy. Applications are invited from teachers with good experience in a responsible position. An interest is sought in staff development, INSET, curriculum development, profiles and records of achievement. The ability to make a positive contribution to the education of our pupils and to the management of the school is essential as a sense of humour. Reimbursement of removal expenses in approved cases.
Application forms and further information are available from the Head Teacher (s.a.e. please). Closing date 6th November, 1987.
An equal opportunity employer. (19659) 130012

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
[illegible]ENNET SCHOOL
Thatcham, Stoney Lane
Tel: Thatcham 68121
N.O.R. 1,050
Required for January 1988 for this sixth form entry comprehensive school a Deputy Head. (Group 11).
Please apply to the Headmaster enclosing C.V. and names and addresses of two referees, and S.A.E.
Closing date 30th October 1987.
An Equal Opportunity Employer. (20583) 130012

DEVON
COUNTY COUNCIL,
Please see display advertisement on Page 83. ([illegible]) 130012

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
DOVER GRAMMAR SCHOOL FOR GIRLS
[illegible] Road, Dover, Kent CT16 [illegible]
Girls 11-18 Group 10
Deputy Head Teacher required for the Summer Term 1988. A suitably experienced teacher is sought to join this three form entry Girls Grammar School. Possible areas of responsibility would be INSET co-ordination, Staff development, discipline and day-to-day running of the school. Applications are invited from all who have suitable professional qualifications, both women and men.
Application forms and further details obtainable from the Headmistress on receipt of a s.a.e. Closing date for applications 13th November. ([illegible]) 130012

LEICESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer
WREAKE VALLEY COLLEGE
Parkstone Road, Syston, Leicester LE7 8LY
(Principal - Neill L. Ransom)
N.O.R.: 1,250
Group: 12
VICE PRINCIPAL
Following promotion to Headship a Vice Principal post (Burnham Group 12) is available for January, 1988. The person will be offered wide experience of all aspects of senior management as a preparation for Headship. In return we see someone with initiative, commitment and boundless energy offering suitable experience to play a key role in the development of this thriving College at a challenging stage in its development.
Further details from the Principal, to whom letters of application, together with two educational referees should be returned by 30th October. (20782) 130012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
LUTTERWORTH UPPER SCHOOL
Bitteswell Road, Lutterworth, Leics. LE17 4EW
(14-19) NOR 1520
VICE PRINCIPAL
Group 14
Required January/April 1988 a Vice Principal (Group 14) in this mixed 14-19 Comprehensive Upper School and Community College of about 1520 daytime students. The person appointed will have significant responsibilities across the full range of the work of the school. A particular interest in issues of staff development within a context of institutional review and curriculum development would be an advantage.
Further details are available from the Principal to whom letters of application together with an indication of 2 referees should be sent. (Tel: Lutterworth 4101). Closing date 26th October 1987. (20758) 130012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BEAUMONT LEYS SCHOOL
Anstey Lane, Leicester
(11-16) NOR 999
Head: Mr P.A.A. Hard
DEPUTY HEAD Group 11
Required January 1988. Applications are invited from teachers in Senior roles for the challenging and demanding post. The person appointed will be expected to demonstrate a professional experience which shows clear evidence of his/her own personal development, problem solving ability and advanced technical expertise.
Please contact the Headteacher for further details and application forms (sae). (20739) 130012

LEICESTERSHIRE
COUNTY COUNCIL
VICE PRINCIPAL (COMMUNITY)
Please see under Youth and Community. (20930) 130012

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HIGH LEAS SPECIAL SCHOOL
Keyham Lane, Leicester LE5 1FG
NOR 115
Headteacher: Mr P.C. Rowlands
SECOND DEPUTY HEAD GROUP 7S
Required January 1988 or as soon as possible in this day special school for children with moderate learning difficulties aged 5+ - 19 years.
You are required to have extensive knowledge of curriculum development and preferably substantial senior management experience. Prospective applicants are encouraged to visit the school before applying so that they can be quite sure that the ethos and atmosphere of the school suits their abilities and aspirations.
Closing date. 26th October 1987.
Please contact the Headteacher for further details and application forms (sae). (20919) 130012

BELFAST EDUCATION AND LIBRARY BOARD
Belfast Model School for Girls, Dunkeld Gardens, Belfast, BT14 6NT
950 pupils (11-18 Age Range).
Headteacher Group 11.

PRINCIPAL

Applications are invited for the above post which will fall vacant on 1 September 1988.

Applicants must (1) be University graduates, (2) have considerable teaching experience and (3) have held a post at Head of Department level or above in a secondary or grammar school, preferably for a period of at least 8 years.

Further information and application forms are available at RECEPTION, Board Headquarters, Howard House, 1 Brunswick Street, Belfast, BT2 7OA, or will be forwarded by the Personnel Branch on receipt of a large, stamped, self-addressed envelope.

The closing date for receipt of completed applications is 12.00 NOON on FRIDAY 6 NOVEMBER 1987.

CANVASSING WILL DISQUALIFY (63799)

WEST SUSSEX
EDUCATION DEPARTMENT
THE WEALD SCHOOL
Billingshurst
11-18 mixed comprehensive. 1420 on roll
COMMUNITY TUTOR
Community Tutor, Senior Teacher scale, required January. Applications invited from teachers with initiative, enterprise and appropriate experience to be responsible for development of Adult, Youth and Community work of this community school.
The person appointed will be expected to be professionally responsible for prospering adult, education centre in rural area to be responsible for lettings and community development and liaise with the Youth Tutor.
He/she may be expected to teach up to 5 periods a week and facilitate the use of the premises during weekends and school holidays. The post is a unique element in a joint-management scheme with Horsham District Council who are providers of a modern Recreation Centre.
Write to the Headmaster, The Weald School, Station Road, Billingshurst RH14 9RY, stating the name of two referees and/or Tel: Billingshurst 3123 for form and details. (22907) 130012

Remedial and Special Needs Teaching Posts

Main Scale Incentive B

HERTFORDSHIRE
EAST HERTS SECONDARY UNIT
Queen Eleanor Site, Cameron Drive, Waltham Cross
Required for January 1988, part-time (0.5) teacher of Special Needs to teach a range of subjects across the curriculum to 'disaffected' boys and girls in the 14-16 age group, at this small, unattached special unit. A flexible approach and a caring attitude considered as important as experience/qualifications in this field.
Salary: Main Grade + Allowance B.
Please apply in writing to the Teacher-in-Charge at the unit. Informal enquiries welcome. Please telephone Lea Valley Tel: 700437. (20963) 131036

KENT
Head of Geography required at Red Hill School, a non-resident Special School catering for 45 emotionally disturbed boys of high intelligence. Considerable experience with GCSE and A-level courses is essential. Applicants must be able to respond constructively to the needs of deprived and damaged pupils. Teachers participate in extraneous duties for which appropriate payment is made. This may be a residential post.
Details from Headmaster, Red Hill School, East Sutton, Maidstone, Kent ME17 3DQ. (0622-843104). (20824) 131036

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
NEWBRIDGE HIGH SCHOOL
Forest Road, Coalville, Leics. (11-14) N.O.R. 498
HEAD OF SPECIAL NEEDS
MAIN SCALE + B ALLOWANCE
Required January/April 1988. Head of Special Needs to organise learning support and to be a tutor with the schools pastoral system.
Please contact the Headteacher for further details and application form (s.a.e.). (20796) 131036

WILTSHIRE

ST. JOHN'S SCHOOL
Orchard Road, Marlborough, Wiltshire SN8 4AX

Mixed Comprehensive School 11-18 N.O.R. 1231

Headmaster: Mr. John T. Price, M.A.

MPG(B) SUPPORT TEACHER/SPECIAL NEEDS to take responsibility for statemented children in the Upper School (14-16 years). The person sought will also be teaching in the mainstream under the school's policy of integration, and will have responsibility for liaising with the TVEI co-ordinator in the school. This post offers genuine opportunities to develop the work of the Special Needs Department.

Further details and application form from the Headmaster at the above address (S.A.E. please). Closing date 23rd October 1987.

(Re-advertisement previous applicants need not reapply).

AN EQUAL OPPORTUNITY EMPLOYER. (20810) 131036

Main Scale

HERTFORDSHIRE
LANGLEYBURY SCHOOL
Hunton Bridge, Nr Kings Langley WD4 8RW
Required January for one year initially, a Divisional Teacher of SPECIAL NEEDS, based in the first instance at Langleybury School. Main Scale + London fringe allowance £309.
Further details from the Headmaster. (19368) 131040

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
CURRICULAR SUPPORT TEACHER
Scale 3 plus £1,215 per annum Inner London Allowance
A qualified and experienced teacher of pupils with SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS. This Authority is seeking to appoint a well qualified and experienced teacher to provide teaching support to schools and departments when staff are released as part of a planned programme of in-service training. The successful postholder will need to demonstrate flexibility in order to ensure the continuity of pupils' learning and will be required in addition to make a contribution to curriculum development in the school where they are placed.
Application forms and further details available from the Chief Education Officer (s.a.e.), Town Hall, Barking, Essex.
Reimbursement of removal expenses in approved cases.

WARREN COMPREHENSIVE SCHOOL
Whalebone Lane North, Chadwell Heath, Romford, Essex
(Roll 743)
Required from November 1987:
Assistant teacher to work with pupils who have special educational needs particularly relating to illiteracy within this 11-18 mixed comprehensive school. The school is situated on the edge of the Essex countryside, and has excellent new buildings and resources.
The post is temporary due to maternity leave.
Main Scale plus £1,215 per annum in approved cases.
Applications should be made by letter as soon as possible, to the Head Teacher, and should include c.v. and the names and addresses of two referees.
An equal opportunity employer. (19660) 131040

HAMPSHIRE
SHOLING GIRLS' SCHOOL
Middle Road, Southampton SO2 8PH
(12-16 Comprehensive N.O.R. C700)
Required urgently or January a well qualified teacher for special needs, initially temporary for 1987-88.
SAE to Head for further details.
We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
Closing date for completed applications 30th October 1987. (22906) 131040

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
REMEDIAL READING CENTRE
BEDELSFORD SCHOOL
Grange Road, Kingston Upon Thames KT1 2QZ
Tel: 01-546 3389
Teacher in Charge: Mrs L. L. Cowdery, B.Ed.Hons
Required as soon as possible, a full or part-time teacher for children of Junior and/or Secondary age with specific learning difficulties in reading, spelling and writing.
The Centre uses a multi-sensory Teaching approach and a teacher who has already trained in such a method would be welcome.
The successful applicant would work on a peripatetic basis in schools under the direction of the Teacher in Charge from whom further details concerning the posy may be obtained.
- Main scale and London Allowance £795.
Part-time pro rata.
Application forms are available from the Director of Education and Recreation, Guildhall, Kingston upon Thames KT1 1EU (s.a.e. please). Completed forms should be returned to the Teacher in charge at the Centre without delay.
An Equal Opportunities Employer. (22914) 131040

KIRKLEES
METROPOLITAN COUNCIL

DIRECTORATE OF EDUCATIONAL SERVICES

ALMONDBURY HIGH SCHOOL
Fernside Avenue, Almondbury, Huddersfield HD5 8PQ

Ref: 1105

Required from 25th January 1988, a temporary teacher of SPECIAL NEEDS in this 11-16 mixed Comprehensive school. Part of the timetable is support teaching in mainstream classes as well as working with individual pupils and small withdrawal groups.

The post is temporary to cover the maternity leave of the permanent postholder and salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.

Application forms and further details (SAE please) available from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (20683) 131040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe, Leicester LE8 5PR
(14-19) NOR 1066
SPECIAL NEEDS
Main Scale
Required as soon as possible, an experienced teacher.
Please contact the Headteacher for further details and application forms (sae). (20766) 131040

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
THE BOSWORTH COLLEGE
Leicester Lane, Desford, Leicester LE9 9JL
(14-18) N.O.R. 1,156
SUPPLEMENTARY EDUCATION
MAIN SCALE
Required as soon as possible, a teacher to work with students with learning difficulties.
Please contact the Headteacher for further details and application forms (s.a.e.). (20755) 131040

WALSALL
METROPOLITAN BOROUGH COUNCIL

TEACHER OF SPECIAL NEEDS
Main Scale

Required January, 1988, to work with pupils at the bottom end of the ability range but with a small amount of time devoted to highly able pupils.

Teaching is based on classroom support, class teaching and withdrawal groups.

Application forms and further details available on receipt of an S.A.E. from the Headteacher, Joseph Leckie Comprehensive School, Walstead Road West, Walsall, West Midlands.

Closing Date: 26th October, 1987.

Walsall is an Equal Opportunities Employer. (20707) 131040

WEST SUSSEX
EDUCATION DEPARTMENT
TEACHER OF SPECIAL NEEDS AND ENGLISH
ST ANDREWS C E HIGH SCHOOL FOR BOYS
SALARY: MAIN SCALE
Required for January 1988 at this boys' comprehensive school for 12-16 year olds. An enthusiastic, sympathetic and well qualified teacher to take charge of special needs throughout the school, but also to teach some classes within the English Depatment.
The area of Special Needs is in the process of development and the person appointed will be expected to fully participate in this change. A grade A incentive allowance may be available for a suitably qualified and experienced teacher.
Application form and further details available from the Headmaster St Andrews C E High School for Boys, Sackville Road, Worthing, West Sussex BN14 8BG (SAE please). (22904) 131040

By Subject Classification

Art and Design

Main Scale Incentive D

LONDON W6
LATYMER UPPER SCHOOL
King Street, London W6 9LR
(Independent, HMC, 1000 boys)
Required for January, or as soon as possible. A qualified and experienced Teacher to be HEAD OF THE ART DEPARTMENT. Salary - Baker plus Latymer and London Allowance, plus the Head of Department allowance.
Applications should be addressed to the Headmaster at the School, from whom further details may be obtained. (19110) 131232

Main Scale Incentive B

SOLIHULL
EDUCATION COMMITTEE

MALVERN HALL SCHOOL
Brueton Avenue, Solihull, West Midlands B91 3EN

Tel: 021-705 1318

Required for 1st January, 1988, in this 11-16 all-ability School, a TEMPORARY TEACHER HEAD OF ART AND DESIGN FACULTY, Main Scale + Allowance B.

Required for two to five terms. The Faculty Head is responsible for Art, Music, C.D.T. and Home Economics in a self contained block. Candidates must be proficient in pottery and graphics and have experience of cross curricular work. Candidates will have had experience as a Head of Department. School closes 1989.

Apply by letter to the Headteacher enclosing C.V. and S.A.E. (19376) 131236

Main Scale

BUCKINGHAMSHIRE
Equal Opportunity Employer
BEACONSFIELD/CHILTERN AREA
THE MISBOURNE SCHOOL
Misbourne Drive, Great Missenden, Bucks HP16 0BN
Head: D.F. Selman, B.A.
Tel: Gt. Missenden 2869
Required for January 1988 a teacher of Art to G.C.S.E. and A level. An interest in any of the following areas would be of particular interest: Fabric and Textile work, ceramics, photography and graphic art.
This post is initially a temporary appointment until July 1988.
Please apply to the Headteacher at the school with full details and the names of 2 referees. (20293) 131240

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
OSTLER SECONDARY SCHOOL
Ref. EDS/3298
Required from December 1987 to August 1988 to cover a maternity leave, a temporary teacher of ART (Main Scale). A knowledge of external examinations is desirable.
Application forms for the above post must be obtained from the Head Teacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by 30 October 1987.
The Council is committed to equal opportunities employer and service provider. (20720) 131240

HOUNSLOW
GUNNERSBURY CATHOLIC SCHOOL FOR BOYS
The Ride, Boston Manor Road, Brentford, Middlesex TW8 9LB
Tel: 01-568 7281
Headteacher: J.F. Rourke, M.A.
Required for January 1988 or as soon as possible afterwards. A specialist teacher of ART (Main Scale) to teacher painting and drawing in years 1-5. An interest in print making and pottery would be an advantage. This is a permanent post but an appointment for two terms would be considered.
The school is a voluntary aided six form entry comprehensive for boys 11-18 in Group 11 with 1,020 boys and 20 girls on roll at present. The sixth form numbers 180.
London Allowance £795 payable p.a. Closing date: Friday 23rd October.
Further details are available from the school and letters of application (enclosing a stamped addressed envelope) giving full curriculum vitae and the names of two referees should be sent to the Head as soon as possible. Prospective candidates are welcome to visit the school by appointment. (20944) 131240

SOUTH GLAMORGAN COUNTY COUNCIL

Required for January 1988

CANTONIAN HIGH SCHOOL, CARDIFF
(11-18 COMPREHENSIVE) 6 FORM ENTRY

COMMERCE AND TYPEWRITING: MAIN SCALE (PART TIME)

To teach half-time in forms 4 and 5 examination classes. Temporary for two terms.

CERAMICS: MAIN SCALE

Ceramics is taught as part of C.D.T. in years 1-3 and as an examination subject in its own right in forms 4 and 5. The school has a fully equipped ceramics studio. Temporary for two terms.

Application forms may be obtained on receipt of a stamped addressed foolscap envelope from the Director of Education, Education Offices, Kingsway, Cardiff, CF1 4JG, to whom applications should be returned within 10 days of the appearance of this advertisement.

Applications are welcomed from suitably qualified people regardless of their sex, marital status, race, religion, colour or disability.

(52338)

SECONDARY ART & DESIGN

continued

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Roll 940
Required January 1988, experienced teacher to join the expanding and successful ART DEPARTMENT of this popular school. Examination classes up to 'A' level available. The new facilities within the department include specialist photography, pottery and ceramic rooms together with three fully equipped art/craft areas.
Salisbury is a popular choice amongst parents choosing a secondary school for their children. The school is within easy reach of the M25 motorway and Green Belt amenities.
London Allowance, £795.
Application forms (large SAE) obtainable from the Headteacher, to whom they should be returned as soon as possible.
An equal opportunity employer. (20253) 131240

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WYCLIFFE COMMUNITY COLLEGE
Hamelin Road, Leicester
(11-16) NOR 510
DESIGN
Main Scale
Required January, a teacher of textiles to work within the Art team of the Design Faculty. The work is within all years including GCSE. Some child care and core studies will also be a requirement. Wycliffe is a careing and innovative college with strong emphasis on the tutorial role of all staff.
Please contact the Headteacher for further details and application forms (sae). (20916) 131240

LEICESTERSHIRE
COUNTY COUNTY COUNCIL
COUNTY COUNCIL
(An Equal Opportunity Employer)
SIR JONATHON NORTH COMMUNITY COLLEGE
Knighton Lane East, Leicester
(11-16) N.O.R. 768
ART & DESIGN
MAIN SCALE
Required from 1st January 1988, a Scale One teacher of Art and Design.
Please contact the Headteacher for further details and application forms (s.a.e.). (19057) 131240

LONDON W6
THE SACRED HEART HIGH SCHOOL
212 Hammersmith Road, W6 7DG
Tel: 01-748 7600
(All Girls R.C. Comprehensive 11-18)
Roll: 527
Headmistress: Sister M. Russell
TEXTILE/ART
Required from January 1988 part-time (0.5) teacher to teach basic textiles to years 1-3 and GCSE Textiles/Art. The successful candidate will be expected to be supportive of the Christian ethos of the school.
Please apply in writing with c.v. to the Headmistress, giving names/addresses of two referees. (19337) 131240

SANDWELL
METROPOLITAN BOROUGH COUNCIL
BRISTNALL HALL HIGH SCHOOL
(11-16 Comprehensive)
Required January 1988.
ART - Main Scale.
Temporary during maternity leave.
Apply by letter stating full curriculum vitae and the names and addresses of two referees to Head Teacher, Bristnall Hall Lane, Oldbury, Warley, West Midlands. Closing date 26th October 1987.
An equal opportunity employer.
Canvassing of members of the authority will disqualify. (15295) 131240

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL
An equal opportunities employer
DEPARTMENT OF EDUCATION
OLD HALL COMPREHENSIVE SCHOOL
11-16 mixed. Approx. 877 on roll
Required for January, 1988 for two terms initially TEMPORARY ASSISTANT TEACHER - MAIN SCALE.
Required for Art and Design, throughout the school and able to offer ceramics. Closing Date: As soon as possible.
Curriculum Vitae and details of two person for reference to the Head Teacher of the School, Kimberworth, Rotherham S61 2BD (Tel: Rotherham 555232) from whom further information is available.
G. Crane, Director of Personnel Resources. (20713) 131240

Commercial Subjects

Main Scale

HEREFORD AND WORCESTER
COUNTY COUNCIL
STOURPORT-ON-SEVERN HIGH SCHOOL
Minster Road, Stourport-on-Severn, Worcs. DY13 8AX
Tel: Stourport 827028
1100 on roll
185 6th Form
Teacher of Commercial Subjects
MAIN SCALE
Required from January 1988 a teacher of Commercial Subjects. The School is hoping to appoint an enthusiastic teacher with experience in some of the following areas:-
Typewriting, Keyboarding, Pitman and/or R.S.A. Examinations, Office Studies and Information Processing plus an interest and willingness to learn about modern technology.
Please contact Headteacher for further details. (20805) 131840

V.S.O
Please see V.S.O. display ad. under Overseas Appointments. (19066) 131840

Computer Studies

Main Scale

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Roll 940
Required January 1988, or earlier, a well-qualified and enthusiastic teacher of COMPUTER STUDIES. The department is well-equipped with BBC Master Computers in years 1/2 and Nimbus machines for the older pupils.
Salisbury is a popular choice amongst parents selecting a secondary school for their children. The school is close to Green Belt amenities and only a short distance from the M25 Motorway.
London Allowance, £795.
Application forms (large SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible.
An equal opportunity employer. (20252) 132040

GATESHEAD METROPOLITAN BOROUGH COUNCIL
EDUCATION DEPARTMENT
Assistant Teacher of Business Studies and Word Processing (Main Scale)
Hookergate Comprehensive School, High Spen, Rowlands Gill, NE39 2BX.
A teacher experienced in the teaching of word processor skills and who is enthusiastic towards Enterprise education is required to teach throughout the age range in this 11/18 school.
The post is of a fixed-term nature with effect from 1 January until 31 August 1988.
Application forms and further details are available from the Head Teacher to whom completed forms should be returned by 30 October 1987.
EQUAL OPPORTUNITIES
We are an EQUAL OPPORTUNITIES employer and welcome applications from candidates of any age, disability, marital status, race or sex. (53732)

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
JOHN CLEVELAND COLLEGE
Forest View, Butt Lane, Hinckley, Leics.
(14-19) NOR 1823
COMPUTER STUDIES
MAIN SCALE
Required for January 1988, a committed and enthusiastic teacher of Computer Studies and I.T. to join the computing department within the lively and expanding Business Studies Faculty. The Faculty has recently purchased a network of 21 Nimbus machines.
Please contact the Headteacher for further details and application forms (sae). (20725) 132040

LONDON E1
ST. ANGELA'S URSULINE CONVENT
Forest Gate E7
London Borough of Newham
Required January: Teacher of Computer Education. Main Professional Grade plus London Allowance of £1,215.
Please apply in writing to the Headmistress giving names and addresses of two referees. The London Borough of Newham is an Equal Opportunities Employer. (15287) 132040

Peripatetic Posts

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
MAIN SCALE + D SUPPORT TEACHER
Computer Aided Administration System for Schools
A support teacher is required as soon as possible to assist in the evelopment of the computer aided administration system in the development of the computer aided administration system for schools. The successful applicant will work with a team of administrative staff and will liaise with Heads in identifying the needs of individual schools and in designing and supporting the system to meet those needs. An interest in computer development and knowledge and experience of school management and administration are essential.
Application forms available from and returnable to the Chief Education Officer, Trafford M.B.C., P. O. Box 19, Town Hall, Tatton Road, Sale, Greater Manchester M33 1YR. Tel: 061-782 2101, Ext. 3126. Closing date 30th October 1987. (20840) 132048

Craft, Design & Technology

Main Scale Incentive D

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ROBERT SMYTH SCHOOL
Burnmill Road, Market Harborough, Leics. LE16 7JG
(14-18) NOR 1160
HEAD OF DESIGN FACULTY SCALE MPG + TEMP D ALLOWANCE
Required Easter or as soon as possible an experienced and well qualified teacher to head this large and important faculty. GCSE Design is part of the core curriculum in Years 4 and 5 and the faculty also offers separate subject courses within the options. 'A' level courses in Design/Art and Home Economics are well established.
Please contact the Headteacher for further details and application forms (sae). (19056) 131232

STAFFORDSHIRE
HAGLEY PARK HIGH SCHOOL
Burnthill Lane, Rugeley WS15 2HZ
Required for January, 1988 at this 11-18 Comprehensive school, HEAD OF CRAFT, DESIGN AND TECHNOLOGY (Main Scale plus Incentive Allowance D). The present holder of the post has been appointed as an Advisor in another county. A keen and enthusiastic teacher is sought who will continue the changes started last year. G.C.S.E. courses in Design and Realisation, Design Technology and Design Communication are presently taught in the 4th Year. An extension and remodelling of the C.D.T. facilities is planned in this coming year.
Application forms obtainable from and returnable to the headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (22917) 132132

Main Scale Incentive B

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BROOKVALE HIGH SCHOOL
Ratby Road, Groby, Leics.
(11-14) NOR 601
HEAD OF DESIGN
Scale M.S. + Allowance B
Required January/April 1988, a Head of Design, Scale 3, to co-ordinate a Department covering 2D, 3D, Ceramics, Fabric, Home Economics and Technology, working in a purpose built open-plan design area. Any specialism welcome, but a design philosophy essential. Tel: 877551.
Please contact the Headteacher for further details and application forms (sae). (20753) 131232

SURREY
EDUCATION COMMITTEE
ST ANDREW'S RC SECONDARY SCHOOL
Hillfield, Orange Road, Leatherhead KT22 7JP
Tel: Ashtead 77881
(12-18 Mixed Comprehensive, NOR 610 inc. 120 in Sixth Form)
Main Professional Grade plus Incentive Allowance Rate B (£1002) Teacher of CDT required from January 1988, to Head Department and guide it into the TVE Extension Plan for September 1988.
Application Form and further details from the Headteacher. (19395) 132136

Main Scale

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ST. BEDES R. C. COMPREHENSIVE SCHOOL
Birdwood Road, Cambridge CB1 3TD
TEACHER OF CRAFT, DESIGN AND TECHNOLOGY
(Main Professional Grade)
Required from January, to join a developing CDT Department. Interest in graphics and foundation course technology desirable.
Letters of application by letter with full c.v. and names and addresses of two referees to the Head Teacher. Closing date 23 October. (19047) 132140

ESSEX
HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich CO12 3TG
Tel: Harwich 506272
(Roll: 1,328)
VERSABLE TEACHER OF C.D.T. - Main Scale
To join rapidly developing Department. Opportunity to contribute to Pre-Vocational approaches.
Applications by letter to Headteacher as soon as possible. (20970) 132140

HAMPSHIRE
MOUNTBATTEN SCHOOL
Whitenap Lane, Romsey SO5 8SY
11-16 Comp Mixed N.O.R. 1399
CRAFT DESIGN & TECHNOLOGY
Required January 1988. A knowledge of Electronics preferred.
Application forms and further details from the Headteacher on receipt of s.a.e.
The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (20815) 132140

HEREFORD AND WORCESTER
COUNTY COUNCIL
KING CHARLES I SCHOOL
Hillgrove House, Coinberton Road, Kidderminster DY10 3DP
Teachers of C.D.T.
MAIN SCALE
Required as from January 1988 a C.D.T. Teacher.
The School is a mixed ten form entry comprehensive for 1011 pupils aged 13-18 of whom 135 are sixth formers.
Please apply by letter to the Headmaster, giving details of education, qualifications, experience and interests together with the names and addresses of two referees. Applications will be acknowledged with further information.

ARROW VALE HIGH SCHOOL
Greensward Lane, Matchborough West, Redditch, Worcestershire B98 0BN
1000 on roll: 13 - 18 Co-educational
Required from January 1988 - Enthusiastic teacher of C.D.T. to join a well established Design Department. The successful candidate will be involved in the teaching of Design and Realisation at G.C.S.E. level and the organisation of the Foundation Integrated Craft Course of our first year intake group.
Please apply to the Headmaster by letter without delay, enclosing curriculum vitae, names and addresses of referees and telephone contact numbers if possible. (20804) 132140

HERTFORDSHIRE
THE JOHN WARNER SCHOOL
Stanstead Road, Hoddesdon EN11 0QF
All ability 11-18, Co-educational. Approx 840 on roll
Required for January 1988 qualified teacher of C.D.T. to be part of a progressive department. Whilst a permanent appointment is looked for, consideration will be given to a temporary appointment of 1 to 2 terms. Ability to teach Technology desirable but flexibility to cater for the special interest of teacher appointed.
CDT is followed by boys and girls up to the third and at 4th year, Design & Realisation, Design & Communication, Technology & Electronics are taken at G.C.S.E. The Authority operates a generous recruitment incentive scheme.
The school was selected for the 1st phase of T.V.E.I. extension and hopes to present other subjects including Manufacturing Technology. The Department is well equipped to teach all these options.
The school runs many extra curricular activities including Karting and Duke of Edinburgh Award.
Please apply immediately to Headmaster, with curriculum vitae and quoting two referees. (20861) 132140

HUMBERSIDE
CRAFT, DESIGN & TECHNOLOGY TEACHER
Main Scale
Required for January 1988 at South Hunsley School, East Dale Road, Melton, North Ferriby HU14 3HS. Courses in CDT are offered throughout the main school and a major input into 'Design and Realisation' courses will be needed. There will also be scope for additional contribution to Engineering Workshop Theory and Practice to CDT 'Technology' or to Motor Vehicle Studies. An interest in team games or outdoor pursuits would be helpful.
Application form and further details from: The Headteacher (SAE please). Closing Date: 26.10.87.
Humberside County Council - working towards Equal Opportunities. (20972) 132140

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
WESTBOROUGH HIGH SCHOOL
Stockhill Street, Dewsbury WF13 2JE
Ref: 1108
Required from January 1988 for two terms only a temporary teacher of CDT in this 11-16 mixed Multi-Cultural Comprehensive School.
Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.
Application forms and further details (SAFE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal opportunities policy, full details of which will be supplied to all applicants. (20979) 132140

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
JOHN CLEVELAND COLLEGE
Forest View, Butt Lane, Hinckley, Leics.
(14-18) NOR 1823
DESIGN
Scale M.S.
Required January 1988, a teacher of Technical Graphics/Graphical Communication/Drawing Office Practice. Sixth form teaching is available.
Please contact the Headteacher for further details and application forms (sae). (20762) 131240

LECEISTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
JOHN CLEVELAND COLLEGE
Forest View, Butt Lane, Hinkley, Leics
(14-18) N.O.R. 1,823
DESIGN
MAIN SCALE
Required January/April teacher of Fashion and Fabrics.
Please contact the headteacher for further details and application forms (s.a.e.). (20773) 131240

NORTHUMBERLAND
BERWICK COUNTY HIGH SCHOOL
Adams Drive, Berwick upon Tweed
Group 11, 13-18 Comp. of 985 pupils inc. 125 in Sixth Form
CDT TEACHER (Main Grade)
Required from January 1988 (or earlier if possible), with in Design Communication and also ability to teach workshop-based subjects.
Removal expenses and lodging allowances may be payable.
For application forms and further details send a foolscap s.a.e. to the above address to which forms should be returned within 14 days. (20934) 132140

SHROPSHIRE
THE GROVE SCHOOL
Market Drayton, Shropshire
Required for January 1988 temporary for the Spring and Summer Terms, in the first instance, a teacher of CDT and control technology for all ages and abilities. (Main professional scale).
Application forms and details from the Head (SAE). (19248) 132140

STATES OF GUERNSEY
STATES EDUCATION COUNCIL
ST. PETER PORT SECONDARY SCHOOL
SCALE I TEACHER OF C.D.T.
Required with effect from 1st January, 1988 a Scale I teacher of Craft, Design and Technology. Salary: Burnham plus £111.00 per month (under review).
Please telephone for application forms plus further details of the post from the Director of Education, Education Department, P.O. Box 32, La Couperderie, St. Peter Port, Guernsey (Tel: 0481 (10891), Ext. 214). Completed forms to be returned by Thursday 22nd October, 1987. (19335) 132140

SUFFOLK
COUNTY COUNCIL
NORTHGATE HIGH SCHOOL
Sidegate Lane, Ipswich IP4 3DL
11-18 mixed comprehensive roll 1300 including 350 in the 6th Form
Required January 1988 or earlier if possible TEACHER OF CRAFT DESIGN TECHNOLOGY. Main Scale, part-time appointment(s) will be considered.
Apply immediately by letter to the Head at the school with curriculum vitae and the names, addresses and telephone number of two referees enclosing s.a.e. for details. (20265) 132140

SURREY
EDUCATION COMMITTEE
WARLINGHAM COUNTY SECONDARY SCHOOL
Tithe Pit Shaw Lane, Warlingham, Surrey CR3 9YB
Tel: Upper Warlingham 4067
(12-18 Mixed Comprehensive, NOR 755 inc. 122 in Sixth Form)
Main Professional Grade Teacher of CDT required for January 1988 or from commencement of the Summer Term. Modern Design Department.
Apply immediately by telephone to the Headteacher with details of 2 referees. (19393) 132140

Economics & Business Studies

Main Scale Incentive B

HILLINGDON
LONDON BOROUGH OF HILLINGDON
NORTHWOOD SCHOOL
Potter Street, Northwood HA6 1QG
Number on roll: 982, 115 in Sixth Form
Headteacher: N.J. Chapman, M.A.
Applications are invited for the post of Head of Business Studies (Main Scale + B Allowance) available from January '88. In the Fourth and Fifth Years the Department offers the Hampshire Business and Information Studies course in addition to Typing and Office Practice. There is also a Sixth Form Secretarial Course comprising Typing, Audio Typing, Word Processing, Shorthand, Office Practice and Accounts.
Northwood School is situated in a pleasant residential area on the edge of N.W. London with easy access to Central London, the countryside and the motorway system.
Please apply in first instance by letter to the Head of School stating the names and addresses of two referees. Closing date: 23rd October 1987.
Outer London Allowance Payable. (20219) 132236

KENT
COUNTY COUNCIL EDUCATION DEPARTMENT
NORTH KENT AREA
WARREN WOOD SECONDARY SCHOOL FOR GIRLS
City Way, Rochester, Kent ME1 2TQ
Head of Business Studies (Hampshire Project) required for January 1988 with responsibility for Library.
Main Scale + Allowance B for a suitable applicant.
Applications to the Headmistress with C.V. and S.A.E. (18664) 132236

SURREY
EDUCATION COMMITTEE
THE BISHOP WAND C. OF E. (AIDED) SECONDARY SCHOOL
Layton's Lane, Sunbury-on-Thames, Middlesex TW16 6LT
Required for January, HEAD OF ECONOMICS and BUSINESS STUDIES at this all-ability 11-18 co-educational school, 600 on roll, including 90 in Sixth Form. Popular GCSE courses in Business and Information Studies (team-taught and certificated) and Business Studies; large A/Level Economics sets; established mini-enterprise scheme and planned economics awareness education for all pupils. Suite of well-equipped rooms; computers, printers, typewriters. £1,002 and Fringe London allowances.
Candidates, who should be happy to work in a caring community broadly on Christian values, should telephone the Headmaster, D.G. Jones, M.A., 0932 787537, in the first instance. (20716) 132236

SURREY
EDUCATION COMMITTEE
HORLEY COMPREHENSIVE SCHOOL
Balcombe Road, Horley RH6 9AB
Tel: Horley 785363
(12-18 Mixed Comprehensive NOR 680)
Head of Economics and Business Studies Department required in January 1988, Main Professional Grade plus Incentive Allowance Rate B (£1002). Modern Equipment, BIS courses started, Allied keyboard skills, Office practice, etc. Enthusiastic well qualified teacher sought.
Application Forms and further details from the Headteacher. (19394)

SECONDARY ECONOMICS & BUSINESS STUDIES

continued

Main Scale

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
ST BARTHOLOMEW'S SCHOOL
Newbury
(11-18 Voluntary Controlled) Mixed Comprehensive School, 1510 on Roll, 648 in Sixth Form
Full or part-time Teacher/Instructor required for January 1988 to join the Business Studies Department. Subjects to be taught include typewriting, office studies with information processing and secretarial duties. Send stamped addressed envelope for further details.
Application by letter enclosing full curriculum vitae and the names of two referees to the Headmaster, St Bartholomew's School, Andover Road, Newbury, Berkshire.
An Equal Opportunity Employer. (20679) 132240

BEXLEY
LONDON BOROUGH
BEXLEY-ERITH TECHNICAL HIGH SCHOOL FOR BOYS
Hurtford Road, Bexley, Kent DA5 1NE
Tel: Crayford 56538
Required from January 1988, a graduate to teach Economics and Business Studies. This is a 4 F.E. Selective School with well developed and popular Economics courses leading to 'O' level (GCSE) and 'A' levels and Business Studies. We are looking for a teacher who can share the teaching at all levels. Main Scale.
Assistance with removal expenses, legal fees, etc. can be considered.
Candidates should write to the Head Teacher at the School giving an account of their qualifications and experience, and stating the names and addresses of two referees. (15654) 132240

BROMLEY
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham BR3 3SJ
Tel: 01-650 8694
Required for January 1988, an enthusiastic and well qualified teacher of Economics, MPG.
The successful candidate will join a large, friendly Humanities Department and will be expected to teach G.C.S.E. and 'A' level classes. The ability to offered as additional subject within the faculty would be advantageous.
For further details please write or telephone the Headmaster at the school. Closing date 27th October 1987. (16513) 132240

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
ABBEY SCHOOL
London Road, Faversham ME13 8RZ
Required for Jan. 1988 a teacher of Business Studies on the main scale, to teach in a well equipped, progressive department. To involve teaching Commerce, Business & Information Studies to GCSE level and CPVE and pre-vocational foundation courses.
Apply with full CV to the Head Teacher at the school. (19669) 132240

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CITY OF LEICESTER SCHOOL
Downing Drive, Evington, Leicester
(11-18) N.O.R. 1,380
GEOGRAPHY/ECONOMICS
SCALE M.P.G.
Required January 1988 to teach to 'A' level, plus Economics or Sociology to G.C.S.E. LEVEL.
Please contact the Headteacher for further details and application forms (s.a.e.). (19746) 132240

SHROPSHIRE
NEW COLLEGE
King Street, Wellington, Telford
Required for January 1988, a permanent teacher of Economics and related subjects to 'A' level and GCSE. Main Scale.
Application forms and further details from the principal (SAE) to whom completed applications should be returned as soon as possible. (15282) 132240

English

Main Scale Incentive D

LONDON SW2
ST. MARTIN-IN-THE-FIELDS HIGH SCHOOL
155 Tulse Hill, SW2 3UP
Tel: 01-674 6384
Church of England Comprehensive School for Girls
Headmistress: Miss R.M.K. How, M.A.
Roll: 470
Required from January 1988 an Acting Head of English for one term (Main Scale Incentive D). Details available on request. Applicants should be in sympathy with the Christian ethos of the school.
Apply in writing to the Headmistress with Curriculum Vitae and names of two referees. (20644) 132432

ilea

Working in Education

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:

- *Commitment to promoting equality of opportunity in education*
- *Pupil teacher ratios among the best in the country*
- *Half-day a week induction training for probationers and a high level of in-service training provision thereafter*
- *With some 950 schools, opportunities to broaden experience and enhance career prospects*
- *Excellent support staff and professional back-up, plus a range of central specialist resources*
- *Inner London allowance of £1,215 plus in many cases Social Priority allowance of £201/276 p.a. in addition to salary.*
- *As a result of The Teachers' Pay & Conditions Act 1987, Burnham rates of pay have now been replaced by a revised structure. The posts listed below give details of the new 'Main Scale' plus an 'Incentive Allowance' (IA) where applicable.*

The rate payable is:

Rate	Annual Amount
B	£1,002
D	£3,000
E	£4,200

(note: rates A and C are yet to be introduced).

- *All posts open to job-sharing, unless indicated otherwise (NJS). A register for pairing potential job-sharers is maintained by EO/PER/PS7, Room 533, The County Hall, London SE1 7PB. Tel: 01-633 3814. (N.B. applications can NOT be dealt with on this number).*

Headships & Deputy Headships

Please refer to separate advertisement also in this publication on page 40.

Secondary Education

All secondary schools in the ILEA area are organising along comprehensive lines

Art & Design

LANGDON PARK (SM)
Byron Street, London E14 0RY. Tel: 01-987 4811
Roll: 800 approx.
Head: P. A. Roberts
Required asap Main Scale teacher for art and design to join a successful and well-resourced department. Langdon Park is an inner city school with a firm commitment to equal opportunities
Commerce

JOAN ROAN (SM)
Maze Hd, Blackheath, London SE3 7UD Tel. 01-858 8981.
Roll: 980 Group XI
Head: Ann Tonkin
Required from January. Main Scale (temporary post) teacher of business studies to cover maternity leave. The teaching covers work in commerce, business studies (including skills) and C P.V.E. The work of this subject area is well organised and a growing area of the curriculum.

Computer

ST SAVIOUR'S & ST OLAVE'S CE (SG)
New Kent Road, London SE1 4AN Tel: 01-407 1843.
Roll 500.
Head: Miss A. C. Davies
Required from February Half-term. Temporary teacher of Computer Studies, initially for one-and-a-half terms to cover maternity leave.

ISLINGTON GREEN (SM)
Prebend Street, Islington, London N1. Tel: 01-226 8611.
Roll: 685.
Head: Gwenllan Evans
Required from January. Head of Computer Education – Main Scale+IA 'B'. To teach GCSE Computer Studies and further expand the school's computing facilities. Responsibilities include management of Nimbus and 480z networks and INSET support

C.D.T.

BACON'S CE (SM)
Delaford Road, Bermondsey, SE16 4BS Tel: 01-237 5243.
Roll. 930.
Headteacher: Mrs B. A. Marlow
Required from January. Head of Design Technology – Main Scale+IA 'B'. Applications are invited from experienced and well qualified teachers to consolidate and expand the Craft Design Technology courses within this split site school.
Closing date 6th Nov. 1987.

CHARLES EDWARD BROOKE CE (SG)
Langton Road, London SW9 6UL. Tel: 01-735 8765.
Roll: 624.
Head: Mrs Ann Czerniawska
Required from January or earlier, teacher for CDT with interest in computer graphics and design.

WAVERLEY (SG)
Homestall Road, London SE22 0NR. Tel: 01-732 2276.
Roll: 850. Head: Miss B. P. Wise
Required asap Main Scale+IA 'B' head of design and technology. The subject was introduced in 1985, new workshops have been completed. This post offers the opportunity to develop a new department with an emphasis on technology.

Drama

GRAVENEY (SM)
Welham Road, Tooting, SW17 9BU. Tel: 01-767 4531
Roll. 1700
Head: Mr J. A. Phillips
Required from January – a teacher of Drama Main Scale. Details and information about the school will be sent with application forms.

HACKNEY DOWNS (SB)
(formerly the Grocers' Company's School).
Downs Park Road, London E5 8NP Tel. 01-985 8886.
Roll: 600 Head: J. Kemp
Required asap a Teacher of Drama to job share (0.5) the post of Head of Department (Main Scale + IA 'B').
Established 4th and 5th year courses; work shared (team-taught) with English Dept in lower school.
Visits by telephone appointment.

SYDENHAM (SG)
Dartmouth Road, London SE26 4RD. Tel: 01-699 6731.
Roll: 1100.
Head: Miss C. A. Rumney
Required asap. 0.2 Drama teacher for Wednesdays for Lower School groups. Willingness to take part in extra curricular activities and commitment to creative classroom drama essential.
Please contact Miss Rees, Deputy Head for further details.

English

JOHN ROAN (SM)
Maze Hill, Blackheath, London SE3 7UD. Tel: 01-858 8981.
Roll. 980 Group XI.
Head: Ann Tonkin
Required from January. Part-time teacher of English. An interest in community studies would be an advantage

ESL

PIMLICO (SM)
Lupus Street, London SW1V 3AT. Tel: 01-828 0881.
Roll: 1150.
Head: Miss A. Gittins
Required from January or asap Experienced teacher of English as a Second Language for the post of Bilingual Co-ordinator (Main Scale + IA 'B') to be responsible for support of bilingual learners throughout the school.

ST EDMUND'S RC
St Dunstan's Road, Hammersmith W6 8RB.
Tel: 01-748 1060.
Roll. 550, Head: J. E. Dyson
Required asap. Part-time (0.5) teacher to join ESL department in this Catholic multi-cultural school. In-class mainstream support essential. Enquiries/visits encouraged.

Geography

ARCHBISHOP TENISON'S CE (SB)
55 Kennington Oval, SE11 5SR.
Tel: 01-735 3771. Roll. 480.
Head: Mr D. D. Powell
Required from January. Geography teacher, Main Scale.

ST JOSEPH'S ACADEMY RC (SB)
Lee Terrace, Blackheath, London SE3 9TY.
Tel: 01-852 7433.
Roll. 807 Group II
Head:
Brother Michael Davidson
0.8 teacher of Geography required for Spring and Summer terms. Second to Fifth Year classes.

Home Economics

RAINE'S FOUNDATION CE (SM)
Approach Road, Bethnal Green, London E2 9LY.
Tel. 01-981 1231.
Roll: 828. Head: G. Lewis
Required asap Part-time Teacher of Home Economics (0.4). Applicants are welcome irrespective of religion.
Apply by letter direct to the Head enclosing cv and details of two referees.

WATERFIELD (SM)
Waterfield Close, Thamesmead, London SE28.
Tel: 01-310 1700 Roll. 370.
Acting Head: Mrs Holly
Required from January. A part-time (0.5) teacher to join the Home Economics department.
Please contact the Head of Department at the school for further details.

Maths

DEPTFORD GREEN (SM)
Amersham Vale, SE14.
Tel: 01-691 3236. Roll. 575.
Head: Mr K. O. Ajegbo
Required asap. A suitably qualified teacher Main Scale to work in the maths department, teaching maths and computer studies.

ST JOSEPH'S ACADEMY RC (SB)
Lee Terrace, Blackheath, London SE3 9TY.
Tel: 01-852 7433.
Roll: 807 Group II.
Head:
Brother Michael Davidson
Required asap. 0.2 Maths teacher for Wednesdays throughout this school year to teach classes of teacher on a course.
Closing date: 23rd Oct. 1987.

ST MARK'S CE (SM)
Bishop's Avenue, Fulham, London SW6 6ED.
Tel: 01-736 2211. Roll: 800.
Head: L. W. C. Truman
Required from January. Main Scale + IA 'D' Head of Mathematics Department to organise the teacher of this important subject throughout this well-established Church of England Comprehensive School.
Application forms and further details available immediately.

ST SAVIOUR'S & ST OLAVE'S CE (SG)
New Kent Road, London SE1 4AN. Tel: 01-407 1843.
Roll: 500.
Head: Miss A. C. Davies
Required from January. Enthusiastic teacher of Mathematics, Main Scale, to join department using IMS. Pilot school for profiling and LRA and ISS cohort 1.
Further details and application forms are available from the Headteacher, to whom applications with cv and names and addresses of two referees should be sent within two weeks of the appearance of this advertisement. Preference will be given to candidates in sympathy with the Christian ethos of the school.

Modern Languages

HAMMERSMITH (SM)
The Curve, London W12 0RQ.
Tel: 01-749 1141. Roll: 930.
Head: Miss M. Jenkins
Required from January. A well-qualified and experienced teacher of French, with an excellent record of success in the classroom to act as Second in the Department of Modern Languages (Main Professional Scale) and to teach French to the full age and ability range, including 'A' level taught in consortium. An ability to teach Russian an advantage but not essential. The department is lively and well-equipped and the school has an excellent Media Resources Dept.

Music

JOHN ROAN (SM)
Maze Hill, Blackheath, London SE3 7UD. Tel. 01-858 8981.
Roll: 980 Group XI.
Head: Ann Tonkin
Required asap. Teacher of Music Main Scale to organise the music teaching and extra-curricular activities including liaison with peripatetic teachers. Music is part of the arts faculty.

WATERFIELD (SM)
Waterfield Close, Thamesmead, London SE28.
Tel 01-310 1700. Roll. 370.
Acting Head: Mrs Holly
Required from January. A Main Scale teacher to be responsible for Music. Waterfield is a community school and candidates are expected to be sympathetic towards community education. Please contact the Head of English, Music and Drama Faculty at the school.

PE

HOLLOWAY (SB)
Hilldrop Road, London N7 0JG
Tel: 01-607 5885. Roll. 560.
Head: Mr Joseph Hogan
Required for January 1st or as soon as possible, a Head of PE. Department Main Scale + IA 'B' to maintain the School's good reputation for sporting achievement and to develop further the curriculum and GCSE.

MULBERRY (SG)
Richard Street, Commercial Road, London E1 2JP.
Tel: 01-790 6327. Roll: 1100.
Head: Daphne Gould
Required asap. Physical Education Specialist Main Scale. Wide range of activities, particularly in senior school with good on and off-site facilities. Enthusiastic teacher with wide teaching experience at all ages and abilities.

ST PHILIP HOWARD RC (SM)
Upper North Street, Poplar, London E14. Tel: 01-987 7028.
Roll: 490.
Head: Mrs A. C. Cooke
Required from January to cover maternity leave, a well qualified and experienced teacher of PE for this mixed Catholic comprehensive school. Visits welcome.
Application forms may be obtained from the school secretary and should be returned to the Clerk to the Governors at the school by 29th October 1987.

ST SAVIOUR'S & ST OLAVE'S CE
New Kent Road, London SE1 4AN. Tel: 01-407 1843.
Roll: 500.
Head: Miss A. C. Davies
Required for February Half-term. Temporary Head of Physical Education, Main Scale + IA 'B' to cover maternity leave for rest of school year.

Physics

CROFTON (SM)
Manwood Road, London SE4 1SA. Tel: 01-690 1114.
Roll: 950.
Head: Mr J. J. Alderman
Required from January. A well experienced and qualified Head of Physics, Main Scale + IA 'B'. To be responsible for Physics and Electronics within integrated and specialist courses throughout the School, including Physics to A level.

Remedial Work

GRAVENEY (SM)
Welham Road, Tooting, London SW17 9BU. Tel: 01-767 4531.
Roll: 1700.
Head: Mr J. A. Phillips
Required from January. A teacher (Main Scale) to join the Learning Support department.

PARLIAMENT HILL
Highgate Road, NW5 1RL.
Tel: 01-485 7077.
Roll: 900 (mixed VI Form of 460)
Head: Mrs Judy Bax
Required from January.
Teacher in charge of the Study Centre. Main Scale to run the on-site support unit which is part of the Department of Learning Development. Responsible for assessing and evaluating needs, timetabling students, developing strategies and working in withdrawal groups and on in-class support.

Science

SIR WILLIAM COLLINS (SM)
Charrington Street, NW1 1RG.
Tel: 01-387 0126 Roll: 760.
Head: Pamela J. Turner
Required asap. Deputy Head of Science Faculty, i/c Biology. Main Scale + IA 'B'.
For further details contact H. Dastagir (Hd of Science).

Special Needs

ST JOSEPH'S ACADEMY RC (SB)
Lee Terrace, Blackheath, London SE3 9TY.
Tel. 01-852 7433.
Roll: 807 Group II. Head: Brother Michael Davidson
Required asap. A 0.5 Special Needs Teacher to give in-class support across the curriculum to boys in the younger age groups. This is a Section 11-funded post.
Apply to school for form and further information.
Closing date: 23rd Oct. 1987.

Textiles & Fashion

NORWOOD (SG)
Crown Dale, London SE19 3NY
Tel. 01-670 9382
Roll: 700. Head: Mr G. Varnava
Required asap Teacher in charge of Textiles and Fashion Main Scale. This post represents an important aspect of the work of a large, successful Home Economics/Textiles Department. The subject is taught throughout the school leading to examination courses. Applications are invited from suitably qualified and experienced teachers.

ST PAUL'S WAY (SM) with HIU
Shelmerdine Close, Bow, London E3 4AN.
Tel: 01-987 1883 Roll. 620.
Acting Head: Miss E. M. Jerden
Required asap. Teacher of Textiles. Main Scale. The person appointed would be responsible for the teaching and development of the subject. The school belongs to the COMPACT and has already produced LRA's for their leavers. Visits welcome by arrangement and a detailed job description will then be available.

Other Appointments

GRAVENEY (SM)
Welham Road, Tooting, SW17 9BU. Tel: 01-767 4531.
Roll: 1700.
Head: Mr J. A. Phillips
Required from January. A teacher Main Scale+IA 'B' for the monitoring and development of equal opportunities issues in the school. The present postholder has a considerable element of Social & Health Education in her timetable and an ability to contribute to that area would be an advantage. Full details of the post and information about the school will be sent with application forms

Special Education

Boarding Schools

All boarding school teachers are expected to undertake an average of 15 hours per week approved additional duties. The allowance for this is £2949 p.a. (non superannuable). Please check with Head re London Allowance.

ANERLEY (EBD)
Versailles Road, SE20 8AX.
Tel: 01-778 5057.
Roll: 24 Max 42.
Head: Mr E. G. Williams
Required asap – Teacher Main Scale+IA 'B' for Senior EBD boys to take charge of class group for general class teaching. Challenging post for anyone interested in working with disturbed children through a multi-disciplinary approach.

COOMBE HALL (SB) (EBD)
Coombe Hill Road, East Grinstead, W. Sussex RH19 4NA. Tel: 0342 21308.
Roll: 36. Head: Denise Shields
Required asap. General subject Main Scale+IA 'B' to work with a group of 11 year old boys experiencing great difficulty in developing basic skills. This is a permanent 0.8 teaching post with additional duties available.

Day Schools

GUY'S HOSPITAL
Evelina Children's Department, 12th Floor, Guy's Tower, St Thomas' Street, SE1 9RT.
Tel. 01-407 7600 ext 2685.
Roll: 80.
Head: Miss G. I. Maxwell
Required from January.
Teacher Main Scale+IA 'B' 0.3 (initially for one term) for children from 1-18 years who are very sick and have special needs.

MORTIMER
Dingley Lane, Woodfield Avenue, Streatham SW16 1AU.
Tel: 01-677 7521. Roll: 110.
Head: Mr J. T. Woolgar
Required asap. Temporary Post (1 Year in first instance) Main Scale of acting IA 'C' for Communications/English. Opportunity for some GCSE work – ideal opportunity to gain experience of Special Educational Needs.

WOOD LANE (M) (Del)
Wood Lane, W12 0HP.
Tel: 01-743 5668.
Roll. 72 (5-16).
Acting Head: John H. Blundell
Required asap. Teacher Main Scale + IA 'B' with responsibility for development of RE with some English: with experience of special needs children.

SUSAN ISAACS (MLD)
Forthbridge Road, Clapham, SW11 5NX. Tel 01-228 0602
Roll: 56.
Acting Head: M. A. Elms
Required asap. Temporary teachers (with possibility of permanent appointment) Main Scale+ IA 'B' to join an enthusiastic team and take responsibility for lower secondary age class. Experience in Special Schools not essential. Opportunity for teacher with interest in Special Educational Needs to gain considerable and valuable experience in this field
Contact Acting Head.

WILLOWFIELD (EBD Senior boys. Day and Boarding)
Milkwood Road, SE24 0HY.
Tel: 01-274 4372. Roll. 30.
Required asap Teacher Main Scale+IA 'B' to work with a new Head and new teaching team, who welcome the changing role of the Special School. Post would involve teaching a small group of boys, and planning and co-ordinating the teaching of Language and Literacy throughout the school. The ability range includes non-readers through to GCSE

Other Appointments

SEBRIGHT LANGUAGE DELAY CLASS
Sebright Infant School, Audrey Street, E2 8QL.
Tel: 01-729 4292.
Required asap.
1) Temp Main Scale teacher. To work in the unit dealing with very young children with Language Impairment.
2) Required from January. Temp Teacher in Charge of unit Main Scale with the possibility of an IA 'B' after completion of 13 weeks work. The unit caters for very young children with Language Impairments.
Application forms available from and returnable to PER/PS5F, Room 62MB, The County Hall, SE1 7PB. Tel: 01-633 7084.

WOODBURY DOWN TUTORIAL CLASS
John Scott Health Centre, Room F8, Green Lanes, N4
Tel: 01-800 0111 ext 16.
Required asap. Main Scale + IA 'B'. Teacher to work with emotionally and behaviourally disturbed children.
Application forms available from and returnable to PER/PS5F, Room 62MB, The County Hall, SE1 7PB. Tel: 01-633 7084.

Other Appointments

UNIFIED LANGUAGE SERVICE
English Language Centre for Division 10 (Wandsworth)
Main Scale Peripatetic Primary ESL teacher required to support the learning and language development of bilingual pupils in primary schools in Wandsworth. Applicants must have general teaching experience in primary schools and training or experience in teaching English as a Second Language. Post Ref. 107/87. This is a re-advertisement of Post 85/87, previous applicants need not re-apply.
Further details and application forms may be obtained from PER/PS3(c), Room 70MB, The County Hall, SE1 7PB.

Applications are invited from qualified teachers interested in working in this exciting inner-city environment.
Application forms and further details are available from the Head of the school, unless requested otherwise. Visits to schools, by appointment, are welcomed.
The closing date for applications is 30th October 1987, unless indicated otherwise.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

SECONDARY ENGLISH
continued

BEXLEY
LONDON BOROUGH
CLEEVE PARK SCHOOL
Bexley Lane, Sidcup, Kent
Tel: 01-302 6418
Mixed
Required for January, 1988 or as soon as possible thereafter, a well-qualified and experienced graduate to be Head of English. (Main Scale + Allowance D).
Applicants should have a successful teaching record, commitment and leadership qualities to offer to the department at a time of change and development.
Application Forms and further details available from the school on receipt of s.a.e.
Applications to be received by 30th October, 1987. (19655) 132432

BROMLEY
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham BR3 3SJ
Tel: 01-650 8694
Applications are invited from suitably qualified and experienced English Teachers to fill the above vacancy created by the promotion of the present holder to the Inspectorate. Tenable from January 1988.
The successful candidate will be expected to play a prominent part in the development of the English Department. The implementation of National Curricula and new management structures.
Application forms and further details obtainable from/returnable to the Headteacher by 27th October 1987. (16505) 132432

GLOUCESTERSHIRE
CHELTENHAM BOURNSIDE SCHOOL & SIXTH FORM CENTRE
Warden Hill Road, Cheltenham GL51 3EF
Comprehensive 11-18, 1,600 students; Sixth Form 380
Required for Easter or September 1988 a highly qualified and widely experienced graduate teacher to be our new HEAD OF ENGLISH DEPARTMENT (Main Scale Incentive D). Applicants should possess great enthusiasm for the subject, have proven teaching skills with all age and ability groups and strong leadership and management qualities.
Further details available from the Head on receipt of s.a.e.
Gloucestershire County Council is an equal opportunities employer and positively welcomes applications from all sections of the community. (20983) 132432

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATON COMMITTEE
MANOR HIGH SCHOOL
Manor Road, Crosby, Liverpool L23 7UL
RE-ADVERTISEMENT
HEAD OF ENGLISH
Required for January 1988 (Incentive Allowance 'D') to lead a team of five English Specialists. The Department uses a fiction-based approach in mixed ability groups throughout the school.
Previous applicants automatically considered.
Application forms and further details may be obtained, on receipt of s.a.e., from the Headteacher, to whom completed forms must be returned by 30th October 1987.
Sefton is an Equal Opportunity Employer.
Canvassing will disqualify. (20942) 132432

Main Scale Incentive B

CUMBRIA
SETTLEBECK HIGH SCHOOL
Long Lane, Sedbergh LA10 5AL.
(County mixed 11-16 Comp NOR 197)
HEAD OF ENGLISH
Required for 1.1.88. Salary to be paid on main scale with incentive allowance available for a suitable candidate.
Application forms and further details from the Head. Closing date 30.10.87. (20710) 132436

DONCASTER
HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe, Doncaster, South Yorkshire DN3 2JY
Tel: Doncaster 885811
Required for January 1988, a permanent full-time member of the English Department (Main Scale) to act as Second in the Department in this 12-16 co-educational comprehensive school of 650 pupils.
A temporary Incentive Allowance B is available for 2 terms due to maternity leave.
Apply by letter with the names and addresses of 2 referees as soon as possible to the Headmaster.
Doncaster is an equal opportunities employer and welcomes applications irrespective of race, sex or disability. (20842) 132436

TRAFFORD
METROPOLITAN BOROUGH OF TRAFFORD
EDUCATION DEPARTMENT
SALE GRAMMAR SCHOOL FOR GIRLS
Marsland Road, Sale M33 3JR
Tel: 061-973 3217
ENGLISH - MAIN SCALE + B
Required for January 1988 a graduate with qualified teacher status to teach English to advanced level standard. Applicants should be experienced teachers and duties would include assisting in the organisation of the English Department.
Application forms available from and returnable to the Head. Closing date 23rd October 1987. (20938) 132436

WALSALL
METROPOLITAN BOROUGH COUNCIL
SECOND IN ENGLISH DEPARTMENT
MAIN SCALE PLUS INCENTIVE ALLOWANCE B
Required January, 1988. The Governors wish to appoint an experienced and committed teacher with good organisational skills and sound knowledge of English curricular initiatives. Both the capability and willingness to teach across the age and ability range up to 'A' level are considered necessary. This is a successful, well managed department, which enjoys good academic results.
The vacancy arises due to the promotion of the present post-holder.
Application forms and further details available on receipt of an S.A.E. from the Headteacher, St. Thomas More R.C. Comprehensive School, Bilston Road, Willenhall, West Midlands, to whom they should be returned as soon as possible.
Walsall is an Equal Opportunity Employer. (20840) 132436

KENT
ENGLISH SPECIALIST required to lead an active, well-resourced department with a large academic sixth form and a tradition of curriculum development.
See Sevenoaks School, Page 86. (22964) 132436

Main Scale

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll 1377)
Required as soon as possible. A committed and enthusiastic teacher of English to teach the subject throughout the school.
Main Scale plus £1,215 per annum Inner London Allowance. Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headteacher giving full c.v. and the names and addresses of two referees, one of whom should be, where applicable, your present or immediate past employer.
An equal opportunity employer.

WARREN COMPREHENSIVE SCHOOL
(Roll 743)
Required from November 1987: an Assistant Teacher to work with pupils who have special educational needs.
For full details see 'Remedial and Special Needs'. (19661) 132440

BROMLEY
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham BR3 3SJ
Tel: 01-650 8694
For January 1988, full-time Temporary Appointment for two terms until August 1988. Suitably qualified and experienced teachers of English are invited to apply for the above post to join a thriving and well-established department in this fully comprehensive 11-18 boys' secondary school. Main Scale.
Application forms and further details obtainable from/returnable to the Headteacher (large SAE) by 27th October 1987. (16503) 132440

BUCKINGHAMSHIRE
COUNTY COUNCIL
SIR HENRY FLOYD GRAMMAR SCHOOL
Oxford Road, Aylesbury, Bucks HP21 8PE
Headteacher: Mr. D. May, B.A.
Roll: 700 pupils
Main Scale
Required January 1988, a full-time teacher of English (with some History) to teach up to the Fifth Year.
Experience of G.C.S.E. work would be an advantage.
An attractive relocation package including mortgage assistance is available in approved cases.
Letters of application in the first instance, accompanied by a curriculum vitae and the names and addresses of two referees, should be sent direct to the Headteacher at the school. (20291) 132440

ESSEX
CHALVEDON SCHOOL
Wickford Avenue, Pitsea, Basildon
Tel: Basildon 552536
(Roll 1450)
ENGLISH TEACHER - MAIN SCALE
Required January 1988.
Specialist for English in young, lively and progressive department.
Rented accommodation possible.
Relocation expenses up to £4000 available for those who qualify.
Outer London Fringe payable.
Apply by letter to Headmaster with curriculum vitae and names of two referees (s.a.e. please). (20967) 132440

BUCKINGHAMSHIRE
ST. BERNARD'S R.C. (V.A.) SECONDARY SCHOOL
Daws Hill Lane, High Wycombe, Bucks. HP11 1PW
Headteacher: Mr. G.A. Duckham
NOR: 484
Required from January 1988 a GRADUATE TEACHER OF ENGLISH, to assist in the teaching of English throughout the school in courses leading to the G.C.S.E. and G.C.E. examinations in the fifth and sixth forms and to share in the varied interests of an active English Department.
A willingness as a form tutor to give RELIGIOUS EDUCATION would be an advantage.
Apply immediately to the Headmaster by letter giving full details of qualifications and experience and the names of two referees. Enclose a stamped, self addressed foolscap envelope please. (20976) 132440

CHESHIRE
EDUCATION COMMITTEE
BANKFIELD COUNTY HIGH
Liverpool Road, Widnes WA8 7HU
Tel: 051-424 5038/4228/2357
ENGLISH (MAIN PROFESSIONAL GRADE)
Required from 1st January 1988 to join lively and innovative department.
Permanent post with the opportunity to take some organisational responsibility within the department.
Application form and further particulars from Headteacher. (20937) 132440

DONCASTER
HUNGERHILL SCHOOL
Hungerhill Lane, Edenthorpe, Doncaster, South Yorkshire DN3 2JY
Tel: Doncaster 885811
Required for January, 1988, a permanent full-time member of the English Department (Main Scale) to act as Second in the Department in this 12-16 co-educational comprehensive school of 650 pupils.
A temporary Incentive Allowance B is available for 2 terms due to maternity leave.
Apply by letter with the names and addresses of 2 referees as soon as possible to the Headmaster.
Doncaster is an equal opportunities employer and welcomes applications irrespective of race, sex or disability. (16512) 132440

EAST SUSSEX
TIDEWAY SCHOOL
Southdown Road, Newhaven BN9 9JL
Comprehensive mixed: 11-18
Roll: 1,300
From January 1st, 1988: Teacher of Mathematics (Main Scale).
Outstandng opportunity to teach Mathematics 'A' level in this forward-looking Department in a highly successful school recently awarded its 2nd national Curriculum Award.
Relocation grants in approved cases.
Application forms from (s.a.e. please) and returnable to the Head Teacher. (19030) 132440

LONDON NW5
CAMDEN SCHOOL FOR GIRLS
Sandwell Road, London NW5 2DB
Scale 1 (Main Professional Grade) teacher of English to join a large and lively Department. Teaching to Advanced level for suitable candidate. Interest in drama or pre-vocational education an advantage.
Please apply immediately with 2 referees to the Headteacher. (35476) 132440

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
SUMMERHILL SCHOOL
Lodge Lane, Kingswinford, West Midlands DY6 9XE
(12-18 co-ed. comp. Group 10)
Required January, 1988 TEACHER OF ENGLISH (Main Scale) to teach to all levels of ability. Essential that person appointed can teach to 'A' level. Temporary appointment.
Further details and application forms are available from Headteacher (Kingswinford 401909). Closing date 23rd October.

THE CRESTWOOD SCHOOL
Bromley Lane, Kingswinford, West Midlands DY6 8QG
(12-18 co-ed. comp. Group 11)
Required January, 1988, TEACHER OF ENGLISH (Main Scale) for temporary two term contract in first instance. Interest and expertise in Drama would be a great advantage.
Details/Application forms from and returnable to School (Kingswinford 293935) by 23rd October. (19352) 132440

HERTFORDSHIRE
ASHLYNS SCHOOL
Chesham Road, Berkhamsted, Herts.
13-18 Upper School
Headmaster: Mr R. Warren, B.Sc.
Required for January 1988 a teacher of English (Basic Scale, plus London fringe allowance) to join a lively, strong, and well equipped department. The successful candidate will initially teach in years three to five and up to G.C.S.E. level. The subject is very well supported at 'A' level with two sets in each of the Upper and Lower Sixth years. There will be the possibility of A level teaching from September 1988. Hertfordshire offers a scheme of relocation allowance under approved circumstances.
Apply in the first instance to the Headmaster giving the name and address of two referees and enclosing a stamped addressed envelope. (20230) 132440

HARROW
EDUCATION COMMITTEE
PARK HIGH SCHOOL
Thistlecroft Gardens, Stanmore, Middlesex
Tel: 01-952 2803/952 1379
Required from late November, or as soon as possible thereafter, a temporary teacher of ENGLISH to cover maternity leave. The post is on MPG (an allowance B may be available for a suitably experienced candidate).
Park High School is a mixed 12-16 comprehensive, with approximately 880 pupils on roll. The School is very highly regarded in the area and achieves sound results.
This is an opportunity to join an enthusiastic department, teaching across the age and ability range, and contributing to the development of G.C.S.E. work in English and English Literature. Outer London Allowance is payable.
Please contact the Headteacher (s.a.e. please) for application forms, which should be returned as soon as possible.
Harrow is an equal opportunities employer. (19397) 132440

HERTFORDSHIRE
THE HIGHFIELD SCHOOL
Highfield, Letchworth, Herts. SG6 3QA
Tel: 0462 685661
Head: Mr. P.M. Jackson
Co-educational, 11-18 years, 780 on roll
Required for January 1988 due to promotion, Main Scale Graduate Teacher of ENGLISH to share in the work of the department and to make a particular contribution in one or more of the following areas:
English in the early secondary years
Computers in English
Profiling and assessments.
A sympathy with mixed ability and small group work is required in a strong department enjoying substantial resource and INSET support from the Trustees of Education 2000.
Letters of application with c.v. naming two referees to the Headteacher. (20698) 132440

HUMBERSIDE
ENGLISH TEACHER Main Scale
Required for January 1988 at Hessle High School, Tranby House, Heads Lane, Hessle HU13 0JQ. An English specialist to teach across the age range in this 11-18 co-educational comprehensive school. Sixth form work could be available to a suitably qualified candidate and a willingness to offer drama would be an added recommendation.
Application form and further details from: The Headteacher (SAE please). Closing Date: 28.10.87.
Humberside County Council working towards Equal Opportunities. (20273) 132440

HILLINGDON
LONDON BOROUGH OF HILLINGDON
NORTHWOOD SCHOOL
Potter Street, Northwood HA6 1QG
Number on roll: 982, 115 in Sixth Form
Headteacher: N.J. Chapman, M.A.
Required for January 1988 a well-qualified and enthusiastic teacher of English (Main Scale) to teach initially up to G.C.S.E. level. The ability to offer a little Drama in the Third Year would be very welcome. Applications from experienced and newly qualified teachers would be equally welcome.
Northwood School is situated in a pleasant residential area on the edge of N.W. London with easy access to Central London, the countryside and the motorway system.
Please apply in first instance by letter to the Head of School stating the names and addresses of two referees. Closing date: 23 October 1987.
Outer London Allowance Payable. (20213) 132440

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
OAKWOOD PARK GRAMMAR SCHOOL
Oakwood Park, Maidstone ME16 8AH
Tel: 26683
Required from January 1st 1988, a qualified teacher of ENGLISH at this school of 600 boys aged 13-18. Work across the age range to GCSE and Advanced Level.
Applications by letter direct to the Headmaster at the School, giving the names and addresses of two referees. Further details available (S.A.E. please or in response to telephone enquiry). Closing date for applications Friday, 23rd October. (19670) 132440

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CASTERTON COMMUNITY COLLEGE
Great Casterton, Stamford, Lincs. PE9 4AT
(11-16) NOR 730
ENGLISH/DRAMA
Scale MPG
Required for January/April 1988, an enthusiastic teacher to join a lively and well resourced English Department in this well-established rural college. An interest in Media Studies would be welcomed.
Please contact the Headteacher for further details and application forms (sae). (20764) 132440

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
BROADLAND HIGH SCHOOL
Tunstead Road, Hoveton, Norwich NR12 8QN
Group 8 NOR 540 11-16 all ability mixed
Required for January 1988, well qualified English teacher to work across the ability range and take responsibility for library organisation.
Letters of application with full c.v. as a matter of urgency to the Headteacher, Mr G. Scott, at the School. (16520) 132440

REDBRIDGE
HAINAULT HIGH SCHOOL
Harbourer Road, Hainault, Ilford, Essex IG6 3TN
Headteacher: J I Westbury, M.Ed., Dip.Th. Tel: 01-501 4256/4742
Required for January 1988: an Assistant Teacher of ENGLISH. The G.C.S.E. is 100% course — assessed and the teacher appointed will be required to teach to 'A' level.
Main Scale plus Outer London Allowance (£795). Removal and relocation expenses (up to £3,800) payable in approved cases.
Please apply in writing to the Headteacher as soon as possible, with full c.v. and names and addresses of 2 professional referees. (20997) 132440

SURREY
EDUCATION COMMITTEE
ROSEBERY SCHOOL
White Horse Drive, Epsom, Surrey KT18 7NQ
12-18 Mixed ENOR 757
FULL-TIME MAINSCALE ENGLISH VACANCY
Required for January 1988 or April 1988, to teach throughout the age range including A Level in a busy and successful department.
An interest in A Level English Language an advantage.
Application Forms Available From - The Headteacher. Tel: Epsom 20439. (19391) 132440

WEST SUSSEX
EDUCATION DEPARTMENT
ENGLISH TEACHER
STEYNING GRAMMAR SCHOOL
Salary: Main Scale
Required for January, 1988. A qualified teacher of English to join a lively department. Classes range from 1st. Year up to G.C.S.E. examination classes though 'A' level teaching available to the suitable candidate.
Application form and further details from The Headmaster, Steyning Grammar School, Shooting Field, Steyning, Sussex BN4 3RX. (Sae) (20987) 132440

BRENT EDUCATION
ACTING HEAD OF ENGLISH — D Allowance
NEASDEN HIGH (MIXED) SCHOOL, Quainton Street, London NW10 0BG. Tel: 01-450 3750
Required from January 1988 —
ACTING HEAD OF ENGLISH — Allowance D is required to cover the secondment of the post holder for 2 terms. An enthusiastic teacher is sought to lead an experienced department, committed to mixed ability teaching. The person appointed will teach the full ability and age range. Responsibilities will include the development of GCSE courses which are currently 100% course work assessed. Forms to be returned to Headteacher within 8 days
APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE WITHIN 14 DAYS.
Brent is fundamentally committed to multi-cultural education. London Weighting of £1215 per annum is made.
Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.
BRENT IS AN EQUAL OPPORTUNITY EMPLOYER
TES
To: The School/Office
I am interested in the post of
Please send me further information
Name
Address

METROPOLITAN BOROUGH OF WOLVERHAMPTON
EDUCATION DEPARTMENT
ALDERSLEY SCHOOL
ENGLISH – MAIN PROFESSIONAL SCALE
An enthusiastic teacher required from 1 January 1988 to join a successful and supportive Department. The successful candidate will be expected to teach mixed attainment groups of pupils throughout the first five years, with some input from a learning Support team. There will be the opportunity, if appropriate, to teach 'A' level English: in addition particular interest in specific aspects of the English curriculum, including Information Technology, will be welcomed and encouraged.
The school is an 11-18 purpose built mixed comprehensive pleasantly situated on the northern boundary of the town with over 740 pupils on roll.
Application forms obtainable by sending a stamped addressed envelope to the Director of Education, Education Department, Civic Centre, St Peters Square, Wolverhampton, WV1 1RR, to be returned within 14 days of this advertisement.
Wolverhampton Metropolitan Borough Council is an equal opportunity employer and positively welcomes applications from all sections of the community irrespective of an individual's sex, ethnic or racial origin, colour, disability, sexual orientation or responsibility for dependents. (82324)
WOLVERHAMPTON
the pace setter

Geography

Main Scale Incentive B

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT AREA
WEALD OF KENT GRAMMAR SCHOOL FOR GIRLS
Tudeley Lane, Tonbridge, Kent TN9 2JP
Required for January, 1988, an experienced graduate to be in charge of Geography and to teach to G.C.S.E. and 'A'-Levels.
Letters of application, enclosing a full C.V. and the names of two referees, should be sent to the Headmistress within a fortnight of the appearance of this advertisement. (19671) 132636

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
ICKNIELD HIGH SCHOOL
Riddy Lane, Luton, Beds.
Tel: 37656
Required immediately, a teacher of Geography for the whole age and ability range. Temporary appointment to cover sick leave. Main Scale.
Application forms available from and returnable to the Headmaster, S.A.E. please.
Bedfordshire is an Equal Opportunities Employer. (20939) 132640

ESSEX
GRAYS SCHOOL
Hathaway Road, Grays RM17 5LL
Tel: 0375 371361
(Roll - 910) (11-16 mixed Comprehensive)
GEOGRAPHY TEACHER - MAIN SCALE
Required January 1988 or sooner, if possible.
A teacher of Geography for the complete ability and age range. Ability to offer some R.E. and/or Special Needs Teaching an advantage.
London Fringe and Social Priority payable.
Further details and application form available from the Headteacher.

PHILLIP MORANT SCHOOL
Rembrandt Way, Gainsborough Road, Colchester CO3 4QH
Tel: Col. 45922
(Roll - 1183)
GEOGRAPHY TEACHER - MAIN SCALE
Required January 1988.
Qualified teacher to teach Geography throughout the school. Successful well resourced Department.
Apply by letter with c.v. to Headmaster. (20966) 132640

HERTFORDSHIRE
QUEENS SCHOOL
Aldenham Road, Bushey, Watford
All ability, 1300 mixed with large 6th form
Required October, graduate GEOGRAPHER to teach throughout the school to GCSE level. Ability to specialise in HUMAN GEOGRAPHY at 'A' level is desirable. The Avery Hill course is followed to GCSE level. The post is initially a temporary one for a teacher on maternity leave. Main Scale + London fringe allowance.
Apply by letter to Headmaster with names and addresses of two referees. (20232) 132640

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CITY OF LEICESTER SCHOOL
Downing Drive, Evington, Leicester
(11-18) N.O.R. 1,350
GEOGRAPHY/ECONOMICS
SCALE M.P.G.
Required January 1988 to teach to 'A' level, plus Economics or Sociology to G.C.S.E. level.
Please contact the Headteacher for further details and application forms (s.a.e.). (20745) 132640

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe, Leics
(14-18) N.O.R. 1,055
GEOGRAPHY
SCALE M.P.G.
Required for January 1988 to teach to G.C.S.E. + 'A' level and Integrated Humanities at G.C.S.E. The post entails a tutorial responsibility.
Please contact the Headteacher for further details and application forms (s.a.e.). (20786) 132640

NORTH YORKSHIRE
ST AIDAN'S CE HIGH SCHOOL
Oatlands Drive, Harrogate HG2 8JR
Required for January 1988, main scale teacher to teach GEOGRAPHY to years 1-5. Experience in the use of computers in Geography is desirable. The person appointed will be given some responsibility in developing GCSE course work and in the administration of Lower School Geography.
Apply immediately in writing to the Head with C.V. and the names and addresses of two referees. (20708) 132640

History

Main Scale

HERTFORDSHIRE
ST JOAN OF ARC RC SCHOOL
High Street, Rickmansworth
Required January, HISTORY Teacher. Main Scale + London fringe allowance £309. To teach across the age and ability range including A level & GCSE.
Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (20229) 132840

HERTFORDSHIRE
THE CAVENDISH SCHOOL
Hemel Hempstead
(Co-educational: 930 pupils aged 11-18: 160 in the Sixth Form)
Required from January 1988 or as soon as possible thereafter a teacher of HISTORY and HUMANITIES to join a large Social Studies Faculty. Ability to offer Sociology and/or Economics an advantage. Permanent post available for a suitable candidate. Relocation expenses may be payable.
London Fringe Allowance of £309 p.a.
Application form and further details available from Headmaster (s.a.e. please). (20699) 132840

Home Economics

Main Scale Incentive B

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
LANGDON SCHOOL
Sussex Road, London E6 2PS
Head Teacher: Mrs P.A. Kaye
Number on roll: 1650
HEAD OF HOME ECONOMICS
Incentive Allowance 'B' (£1002)
Required: JANUARY 1988/AS SOON AS POSSIBLE.
An experienced and well qualified teacher is required as Head of Home Economics in this large multi-cultural school. The department is popular among pupils, well-resourced in good accommodation. The person appointed will have the opportunity to develop and expand the Home Economics curriculum and an interest and expertise in textiles will be an advantage.
LONDON ALLOWANCE £1,215.
Application forms/further particulars (s.a.e. please) available from The Director of Education to whom completed forms should be returned by 27.10.87.
Education Offices, 379/383 High Street, Stratford E15 4RD. (20666) 133036

Main Scale

CALDERDALE
METROPOLITAN BOROUGH COUNCIL
RASTRICK HIGH SCHOOL
Field Top Road, Rastrick, Brighouse HD6 3XB
Ref. CDH/3287
Required from January to August 1988, a temporary teacher of HOME ECONOMICS (Main Scale) to teach throughout the school. A knowledge of all aspects of Home Economics is essential and an interest in Personal and Social Education could be an advantage.
Application forms for the above post must be obtained from the Head Teacher (large s.a.e. please) to whom completed forms should be returned, quoting post reference number by 30 October 1987.
The Council is committed to be an equal opportunities employer and service provider. (20719) 133040

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
IMPINGTON VILLAGE COLLEGE
New Road, Impington, Cambridge CB4 4LX
(11-18 Community College of 1,100 pupils. Warden Mrs. S.M. West, M.A.)
HEAD OF ECONOMICS
(Main Professional Grade)
Required for January or as soon as possible thereafter.
Application forms and details from the Warden, (s.a.e. please). Closing date 30th October. (19033) 133040

EAST SUSSEX
BISHOP BELL CE SCHOOL
Priory Road, Eastbourne BN23 0LJ
Comprehensive mixed: 11-16.
Roll: 650
From Easter 1988 or January if possible: Teacher of Home Economics (Main Scale). Temporary appointment possible.
Relocation grants in approved cases.
Application forms from (sae please) and returnable to the Head Teacher. (20633) 133040

SHROPSHIRE
JOHN HUNT SCHOOL
Gibbons Road, Trench, Telford TF2 7YR
Tel: Telford 605571
Required for Two terms from January 1988, teacher of Home Economics Textiles or Art, familiarity with GCSE Textiles would be very useful but not essential. Some Part-time arrangement might be possible.
Application forms and details from the Head (SAE). (35896) 133040

HILLINGDON
LONDON BOROUGH OF HILLINGDON
VYNERS SCHOOL
Warren Road, Ickenham, Uxbridge UB10 8AB
Number on roll: 901, 147 in Sixth Form
Headteacher: D.C. Best, M.A., F.R.S.A., J.P.
Required January 1988, well qualified teacher of Home Economics to teach throughout the school. The subject is taken by all pupils in Years 1 and 2 and all have the opportunity to continue in Year 3. GCSE courses are run in Home Economics and Child Development and there is usually a Sixth Form 'A' level group. This is a Main Professional Grade post, but consideration will be given to incremental advancement for a suitably qualified teacher).
Please apply in first instance by letter to the Head of School stating the names and addresses of two referees. Closing date: Friday 23 October 1987.
Outer London Allowance Payable. (20214) 133040

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
NEWSOME HIGH SCHOOL
Castle Avenue, Newsome, Huddersfield HD4 6JN
Ref 1103
Required for January 1988 teacher of HOME ECONOMICS. The person appointed will be expected to teach throughout the school including examination work. Applications from teachers only able to work part-time would be welcome. Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.
Application forms and further details (SAFE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.
Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (20981) 133040

SURREY
EDUCATION COMMITTEE
ASH MANOR SCHOOL
Manor Road, Ash, Aldershot, Hants. GU12 6QH
Tel: 0252 23709
Required for the 1st January 1988, an enthusiastic teacher (main scale) to lead a well established department. You should be able to offer the full range of home economic subjects as the school is involved in a TVE Extension project and there will be opportunity for the department to introduce TVE courses.
Application forms (s.a.e. please) from Headteacher. (20662) 133040

Humanities

Main Scale Incentive D

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BEAUMONT LEYS SCHOOL
Anstey Lane, Leicester LE4 0FL
(11-18) N.O.R. 800
HEAD OF HUMANITIES
MAIN SCALE + TEMP D ALLOWANCE
Required January 1988 an enthusiastic and experienced teacher with proven leadership abilities and the ability to manage the teaching expertise of staff within History/Geography and Social Sciences towards the development of G.C.S.E. integrated humanities. The department is already well established within the core curriculum.
Please contact the Headteacher for further details and application forms (s.a.e.). (20757) 133232

Main Scale

HUMBERSIDE
HUMANITIES TEACHER Main Scale
Required for January 1988 at Withernsea High School, Hull Road, Withernsea HU19 2EQ. A Religious Education Specialist to work within the faculty as a subject specialist teaching up to 'A' level as a member of the Integrated Humanities team in Year 1, and as a member of the Social and Personal Guidance team in Years 4 and 5.
Application form and further details from: The Headteacher (SAE please). Closing Date: 26.10.87.
Humberside County Council working towards Equal Opportunities. (20276) 133240

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KING EDWARD VII COLLEGE
Warren Hills Road, Coalville, Leicester LE6 3YY
(14-18) NOR 1037
RE/INTEGRATED HUMANITIES
MAIN SCALE
Required January/April teacher of RE/Integrated Humanities/CPVE.
Please contact the Headteacher for further details and application forms (sae). (20768) 133240

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SIR JONATHAN NORTH COMMUNITY COLLEGE
Knighton Lane East, Leicester
(11-16) NOR 790
HUMANITIES/HISTORY
Required 1st January 1988.
Please contact the Headteacher for further details and application forms (sae). (19035) 133240

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HAMILTON SCHOOL
Keyham Lane West, Leicester
(11-16) N.O.R. 700
HUMANITIES
MAIN SCALE
Required January, a teacher of Integrated Humanities throughout the school.
Please contact the Headteacher for further details and application forms (s.a.e.). (20909) 133240

NORTHAMPTONSHIRE
KETTERING BOYS SCHOOL
Windmill Avenue, Kettering, Northants. NN15 6PH
TEACHER OF HUMANITIES WITH AN INTEREST IN GEOGRAPHY: MAIN PROFESSIONAL GRADE
Required for January 1988, a teacher to take a share of the Integrated Humanities courses taken by all boys throughout the Years 1-5. An ability to take Geography up to GCSE level would be an added recommendation.
Applications should be made to the Headmaster, giving a full curriculum vitae together with the names of two referees.
Closing date ten days after the appearance of this advertisement.
Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (20588) 133240

Mathematics

Main Scale Incentive D

BROMLEY
RAVENSBOURNE SCHOOL FOR BOYS
Hayes Lane, Bromley BR2 9EH
Tel: 01-460 0083
11-18 Comprehensive, Group 11
For January, an experienced graduate for the post of Head of Mathematics, to lead in the development of an already successful and stable department. Candidates are sought who have a strong commitment to an investigative and imaginative approach to Mathematics learning.
The school has excellent buildings and facilities and is set in some 15 acres of playing fields, close to Bromley South main line station.
Details/Application forms from and returnable to the Head Teacher (large SAE) by 23rd October 1987. (15502) 133432

HERTFORDSHIRE
VERULAM SCHOOL
Brampton Road, St. Albans, Herts. AL1 4PR
Well established Group 11 all ability boys school of 870 boys with 185 in the Sixth Form
Required in January 1988, HEAD OF THE MATHEMATICS DEPARTMENT (Main Scale plus allowance D £3,000 - Scale 4 equivalent - plus London Fringe Allowance) to be responsible for the organisation of a large departmental (S.M.P. 11-16 scheme is followed), and to teach the subject up to Oxbridge entrance. Mathematics is a strong subject, taken by many Sixth Formers.
Hertfordshire offers a generous scheme of relocation allowances under approved circumstances.
Applications, with curriculum vitae and the names and addresses of two referees to the Headmaster at the school as soon as possible. (35486) 133432

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BEAUMONT LEYS SCHOOL
Anstey Lane, Leicester
(11-18) N.O.R. 800
HEAD OF MATHS
MAIN SCALE + TEMP D ALLOWANCE
Required January 1988 a graduate mathematician to lead a team of committed teachers in a successful and innovative faculty. The person appointed will have the necessary experience to continue the considerable development that has already been made in introducing investigative and problem solving approaches to maths.
Please contact the Headteacher for further details and application forms (s.a.e.). (20754) 133432

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MUNDELLA COMMUNITY COLLEGE
Wycombe Road, Leicester LE5 0PR
(11-16) N.O.R. 653
HEAD OF MATHS
MAIN SCALE + TEMP D ALLOWANCE
Required September/January, lively, enthusiastic teacher to take charge of Mathematics.
Please contact the Headteacher for further details and application forms (s.a.e.). (20795) 133432

STAFFORDSHIRE
CARDINAL GRIFFIN R.C. (A) COMPREHENSIVE SCHOOL
Cardinal Way, Stafford Road, Cannock WS11 2AW
Required for January, 1988 HEAD OF MATHEMATICS (Main Scale plus Incentive Allowance D) to lead a most successful department.
Application forms obtainable from and returnable to the Headteacher (s.a.e.). Tel: Cannock (05435) 2215.
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (22919) 133432

Main Scale Incentive B

AVON COUNTY
PRIORY SCHOOL
Queen's Way, Weston-super-Mare BS22 0DP
(11-16 mixed 850 on roll)
Required from 1st January 1988 a teacher to be second in Mathematics Faculty (Incentive Allowance B).
Further details by sending a SAE to the Headteacher at the school.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (20932) 133436

EALING
LONDON BOROUGH
EDUCATION SERVICE
ACTON HIGH SCHOOL
Gunnersbury Lane, London W3 8EY
Tel: 01-992 5566, Ext. 2500
Required for January 1988.
2nd in Mathematics Curriculum Area a well qualified experienced mathematician to suppor the co-ordinator of mathematics in a strong department in this newly established multi-ethnic Comprehensive High School. The successful applicant will be required to further develop the proposals of the Cockcroft Report and make a major contribution to 'A' level mathematics. The school computer facilities and practical/investigational approach to the teaching of mathematics form an essential feature of the work within the curriculum area. Pupils are entered for the full range of external examinations and large numbers of pupils pursue 'A' level courses in Mathematics and Pure Mathematics and Statistics. A genuine commitment to multi-cultural education is essential. The recent introduction of community students is proving to be an asset.
Social Priority allowance payable.
£1,215 London Allowance.
Relocation expenses payable subject to conditions.
Main salary scale payable plus Grade B incentive allowance.
Forms obtainable from the Head (SAE please) to be returned by 30th October 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (20828) 133436

BOLTON
METROPOLITAN BOROUGH
An Equal Opportunity Employer
CANON SLADE SCHOOL
Bradshaw Brow, Bolton BL2 3BP
(11-18)
SECOND IN MATHS - Main Professional Grade Plus Allowance B (£1,002)
Required from 1 January 1988 an experienced and well qualified teacher to be appointed to a large Department of twelve staff. The person appointed will be required to teach to all levels and to share the work of running the Department with the Head of the Department. He or she will initially be teaching pure maths in the sixth form and statistics up to 'A' level, but will be expected to teach all branches of the subject including mechanics up to 'S' level.
Application forms obtainable from the Director of Education and Arts, Paderborn House, Civic Centre, Bolton BL1 1JW (Tel: 391315) to be returned to the Head Teacher at the school by 26th October 1987. (19022) 133436

BROMLEY
ST OLAVE'S SCHOOL
Goddington Lane, Orpington, Kent BR6 9SH
Tel: 0689 20101
For January: Graduate to be second in department and to teach Mathematics to A level in this voluntary aided school of 600 boys (160 in the Sixth Form).
Allowance B plus £795 London Weighting.
A Governors' house or flat may be available at an economic rate if this would be helpful.
Details/application forms from and returnable to the Head Teacher (large SAE) promptly. (16504) 133436

EALING
LONDON BOROUGH
EDUCATION SERVICE
TWYFORD C OF E HIGH SCHOOL
Twyford Crescent, Acton W3 9PP
Required for January 1988, a teacher of Maths to be Second in Maths Department in this expanding co-educational 12-18 years voluntary aided comprehensive school.
Maths is well established as an 'A' level subject and as well as GCSE courses, the department contributes significantly to the Information Technology curriculum of the school.
Candidates should be in sympathy with the aims of a Church of England School.
Main salary scale + B incentive allowance + £1,215 London Weighting.
Relocation expenses payable subject to conditions.
Further details and application forms obtainable from the Headmaster. Tel: 01-992 5566, Ext. 2568, to be returned by 30th October 1987. (20240) 133436

STAFFORDSHIRE
CARDINAL GRIFFIN R.C. (A) COMPREHENSIVE SCHOOL
Cardinal Way, Stafford Road, Cannock WS11 2AW
Required for January, 1988 MATHEMATICS Teaccher (Main Scale plus Incentive Allowance B) to be second in a well established and succesful department. 'A' level teaching is available.
Application forms obtainable from and returnable to the Headteacher (s.a.e.) Tel: Cannock (05435) 2215.
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (22916) 133436

BRENT EDUCATION
TEACHER OF GEOGRAPHY (Main Grade)
COPLAND COMMUNITY SCHOOL, Cecil Avenue, Wembley, Middx HA9 7DX. Tel 01-902/6362/903 3323
Required from January 1988 or as soon as possible before
A well qualified and enthusiastic TEACHER OF GEOGRAPHY (Main Grade) to teach in this important subject area. The successful applicant will be expected to be able to contribute to curriculum development throughout the 11–18 age range.
Application form and further details are available from the Headteacher to whom completed forms should be returned by 26th October 1987.
Brent is fundamentally committed to multi-cultural education. London Weighting of £1215 per annum is made.
Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.
BRENT IS AN EQUAL OPPORTUNITY EMPLOYER
To: The School/Office
I am interested in the post of
Please send me further information
Name
Address

SECONDARY MATHEMATICS
continued

Main Scale

AVON COUNTY
CLEVEDON COMPREHENSIVE SCHOOL
Valley Road, Clevedon BS21 6AH
(11-18 comprehensive, 1260 on roll)
Required from 1st January 1988, a teacher of Mathematics and Science. You should be capable of taking Mathematics to GCE A-Level with some Science.
Further details from and letters of application to the Headteacher immediately giving full cv and names of two referees enclosing s.a.e.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (19399) 133440

BERKSHIRE
KENDRICK SCHOOL
London Road, Reading RG1 5BN
N.O.R.: 580 inc. 130 in 6th form
(Tel: Reading 585959)
Required for January 1988 for this selective girls' school, a graduate Mathematician (Main scale) to teach Mathematics to G.C.S.E. level and Pure Mathematics and statistics to 'A' level.
Applications by letter wth full curriculum vitae and names and addresses of two referees to the Headmistress as soon as possible from whom furtehr details may be obtained.
Closing date: 23rd October.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An equal opportunity Employer. (20673) 133440

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Elstree
Require a well qualified Mathematics graduate.
See advertisement in Independent Sector.
(35480) 133440

BEXLEY
LONDON BOROUGH
PICARDY SCHOOL
Erith Road, Belvedere, Kent DA17 6HT
Tel: Erith 41371
Required for January, 1988, or as soon as possible, a teacher of Mathematics, Main Scale, to work within a well established and well resourced department. There is an opportunity for applicants to specialise in working within the orbit of the Special Educational Needs Department. However, this is not essential. A full range of Mathematics work is available, including computing. Applicants new to the profession are welcome to apply.
Apply immediately by telephone to the Head Teacher at the School. (19656) 133440

EAST SUSSEX
LONGHILL SCHOOL
Falmer Road, Rottingdean, Brighton BN2 7FR
Comprehensive mixed: 11-16
Roll: 800
From January 1st, 1988: Mathematics Specialist (Main Scale) to teach all ages and abilities throughout the school, and to contribute to the development of the department's investigation based curriculum.
Relocation grants in approved cases.
Application forms from (s.a.e. please) and returnable to the Head Teacher.
(19029) 133440

CAMBRIDGESHIRE COUNTY COUNCIL
COUNTY COUNCIL
(An Equal Opportunity Employer)
WITCHFORD VLLAGE COLLEGE
Manor Road, Witchford, Ely, Cambs CB6 2JA
(Roll: 670)
Required for January, temporary (2 terms) teacher (main professional grade) of mathematics for lower ability groups and supportive learning in this mixed 11-16 Community College three miles from Ely.
Applications from junior/primary trained teachers will be welcome.
Apply direct to Warden enclosing full c.v. and names and addresses of two referees. Further details available from the Warden (Tel: Ely 2053). (19052) 133440

CAMBRIDGESHIRE
(Equal Opportunity Employer)
DEACON'S SCHOOL
Queen's Gardens, Peterborough, PE1 2UN
Tel: Peterborough 62431
(Voluntary controlled 11-18 comprehensive)
Head Master: Mr. M.W. Parkin, M.A.
Group 10
Required for January 1988:- Master/Mistress to teach Mathematics throuhout the School, including some 'A' level work (Main Professional Grade). A well qualified person is looked for who will help to maintain the School's tradition of high standards. For a suitable applicant, further opportunities concerning 'A' level work could be made available.
Letters of application (no forms) enclosing curriculum vitae and the names and addresses of two referees should be forwarded to the Headmaster by 30th October. (19055) 133440

ESSEX
THE BOSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford CM1 5LY
Tel: 0245 264451
(Roll: 1,375)
TEMPORARY TEACHER OF MATHEMATICS - MAIN SCALE
Required January 1988. Temporary teacher to cover for maternity leave. Lively and very successful Department.
Letter of application and c.v. and the names of two referees to the Headteacher at the school.

THE KING EDMUND SCHOOL
Vaughan Close, Rochford
Tel: Southend-on-Sea 545771
(Roll: 1,120): TEACHER OF MATHEMATICS - MAIN SCALE
Required January 1988 or as soon as possible. To join Mathematics Department.
Further details and application form available from Headteacher. (22922) 133440

HARROW
EDUCATION COMMITTEE
PARK HIGH SCHOOL
Thistlecroft Gardens, Stanmore, Middlesex
Tel: 01-952 2803/952 1379
Required from late November, or as soon as possible thereafter, a temporary teacher of MATHEMATICS to cover maternity leave. The post is on MPG.
Park High School is a mixed 12-16 comprehensive with approximately 880 pupils on roll. The School is very highly regarded in the area and achieves sound results.
The person appointed will be expected to teach across the age range, and to share fully in the G.C.S.E. work of a very successful department. Outer London Allowance is payable.
Please contact the Headteacher (s.a.e. please) for application forms, which should be returned as soon as possible.
Harrow is an equal opportunities employer. (19398) 133440

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
WALDERSLADE SECONDARY SCHOOL FOR BOYS
Bradfields Avenue, Walderslade, Chatham ME5 0LE
Main Scale Teacher of Mathematics required from 1st January 1988.
Letters of application with C.V. names/address of two referees to the Headteacher as soon as possible.

MID KENT AREA
SWADELANDS SCHOOL
Lenham, Maidstone ME17
TEACHER OF MATHEMATICS - MAIN SCALE
Required as soon as possible to teach across age and ability range to GCSE. This is a mixed High School in an attractive rural setting, close to the busy County town and with excellent road and rail links with London and the Channel ports. Post is temporary in first instance.
Apply to Head Teacher with CV and two referees.

VINTERS BOYS' SCHOOL
Huntman Lane, Maidstone ME14 5DT
Teacher of Mathematics for January 1988 or as soon as possible. To join a flourishing department in this boys Thames-Side High School, with all ability intake. To teach to GCSE.
Prospects for early promotion are good. (19676) 133440

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KIBWORTH HIGH SCHOOL AND COMMUNITY CENTRE
School Road, Kibworth Beauchamp, Leics. LE8 0JE
NOR 880
MATHS/P.E.
SCALE MPG
Required January/April 1988, a teacher of Mathematics/Physical Education.
Please contact the Headteacher for further details and application forms (sae).
(19034) 133440

LONDON W12
BURLINGTON DANES CE SCHOOL
Wood Lane, London W12 0HR
Tel: 01-743 2182
Voluntary Aided, mixed
Headteacher: Mrs. Rosemary Cairns
Roll: 937
For January 1988, teacher of Mathematics (Main Scale) to join large department: SMP 11-16, 'A' level and University entrance. Mathematics is a successful and popular Sixth Form subject.
Please ring the school for details and an application form. Closing date within 10 days of this advertisement.
(20924) 133440

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
WELSHPOOL HIGH SCHOOL
1) Required for 26th October, 1987, a temporary assistant teacher of Mathematics able to teach the subject to GCSE level, when the present postholder will be on Maternity Leave. Main Scale. (Ref: 456).
2) Required for the Easter Term 1988 commencing January, 1988, a temporary assistant teacher of Mathematics able to teach the subject to GCSE level. A candidate able to teach Junior Mathematics only would be considered. Main Scale. (Ref: 457).
Applications forms and further particulars are available from the Headteacher, Welshpool High School, Welshpool, Powys SY21 7RE to whom completed forms should be returned as soon as possible.
The County Council pursues a policy of equality of opportunity. (16514) 133440

ROTHERHAM
METROPOLITAN BOROUGH COUNCIL
An Equal Opportunities Employer
DEPARTMENT OF EDUCATION
ASTON COMPREHENSIVE SCHOOL
11-18 mixed. Approx. 1417 on roll. Approx. 144 in 6th form
Required for January, 1988.
ASSISTANT TEACHER - MAIN SCALE
Required to teach Mathematics to 'A' level. Attractive and challenging teaching commitment depending on qualifications and experience. The Department follows S.M.P.
Closing date: as soon as possible.
Curriculum vitae and details of two persons for reference to the Head Teacher of the School, Aughton Road, Swallownest, Sheffield S31 0TF. Tel: Sheffield 872171) from whom further information is available.
G. Crane, Director of Personnel Resources. (20712) 133440

SURREY
PARSONS MEAD SCHOOL
Ashtead, Surrey KT21 2PE
Girl's Independent Day & Boarding School
GBGSA & GSA Member: Senior School 300 girls
Required for January 1988. Full or Part-time graduate to share in the teaching of MATHEMATICS throughout the school. GCSE and 'A' level work available to suitably qualified candidate. Some Junior Physics available if wanted. Extra allowance available to suitably qualified and experienced candidate. Main Scale, London Fringe allowance, Government Superannuation.
Apply to Headmistress with c.v. and names and addresses of 2 referees. Further details available on request (03722 76401). (19536) 133440

SUTTON
LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR GIRLS
West Street, Carshalton SM5 2QX
Tel: 01-647 8294
MATHEMATICS - MAIN SCALE
Required for January 1988, a teacher of mathematics to join the staff of this 6 form entry non-selective school. The department is a large enthusiastic and forward looking one. Mathematics is taught as a compulsory subject for all pupils to GCSE level. It is also offered at 'A' level. The SMP 11-16 mathematics scheme is in use. Part-time candidates would also be considered.
Applications, as soon as possible, to the Headteacher with c.v. and names and addresses of two referees.
An Equal Opportunity Employer. (16510) 133440

WALSALL
METROPOLITAN BOROUGH COUNCIL
TEACHER OF MATHEMATICS
Main Scale
Required January 1988. There are opportunities for teaching across the whole age and ability range from first year to advanced level: GCE, in a department of high quality producing good results.
Application forms and further details available on receipt of an S.A.E. from the Headteacher, Joseph Leckie Comprehensive School, Walstead Road West, Walsall, West Midlands.
Closing date: 26th October 1987.
Walsall is an Equal Opportunity Employer.
(16617) 133440

Lancashire County Council
An Equal Opportunities Employer welcoming applications from all sections of the community.

Unless otherwise stated the following are required for the 1st January 1988, and the closing date is 29th October, 1987.
Application forms/further details available from the Headteacher at the School. (SAE please).

COUNTY SECONDARY SCHOOLS

LEYLAND WORDEN COUNTY HIGH
Westfield Drive, Leyland Preston (700 on Roll)
GIRLS PE — MAIN SCALE + Incentive Allowance B

BLACKPOOL COLLEGIATE COUNTY HIGH
Blackpool Old Road, Blackpool (1,745 on roll including 669 in 6th Form.
MATHEMATICS — MAIN SCALE

LYTHAM ST ANNES ST BEDE'S RC HIGH (SPECIAL AGREEMENT)
Talbot Road, Lytham (549 on roll 11-16)
CDT FOR TECHNOLOGY — MAIN SCALE to include electronics, structures and mechanisms.

PRESTON ASHTON ON RIBBLE COUNTY HIGH
Aldwych Drive, Ashton, Preston (761 on roll)
HOME ECONOMICS AND ASSOCIATED SUBJECTS — MAIN SCALE

COUNTY UNATTACHED RELIEF TEACHERS (CURT)
Required as soon as possible
2 Posts — MAIN SCALE
1 Post — CDT
1 Post — ENGLISH, LANGUAGES, HUMANITIES
The posts are permanent, superannuable and will involve coverng for regular teachers absent from duty owing to illness, professional training or other circumstances. Assignments will vary from one day's sickness cover to provide extended cover for a secondment or maternity leave. These posts will not, however, be normally suitable for probationary teachers.

HASLINGDEN COUNTY HIGH
Broadway Haslingden, Rossendale, (1,300 on Roll)
Required as soon as possible.
RE throughout the school to 'A' Level. — MAIN SCALE

VOLUNTARY AIDED SECONDARY SCHOOLS

PENWORTHAM ALL HALLOWS RC HIGH (AIDED)
Crabtree Avenue, Penwortham Preston. (841 on Roll)
HEAD OF RELIGIOUS EDUCATION. — MAIN SCALE + Incentive Allowance D. An experienced and well qualified graduate to lead a highly successful Humanities Faculty. CTC required.

PRESTON WILLIAM TEMPLE CE HIGH (AIDED)
St Vincent's Road, Fulwood, Preston. (510 on roll)
BIOLOGY & GENERAL SCIENCE — MAIN SCALE
(62328)

Peripatetic Posts

HEREFORD AND WORCESTER
COUNTY COUNCIL
PERMANENT UNATTACHED SUPPLY TEACHER
Main Scale or exceptionally Main Scale plus Incentive Allowance B
Applications are invited for appointment to the Authority, as Permanent Unattached Supply Teachers to work as part of a small team in High Schools in Northern and Eastern Divisions.
Applications will be particularly welcome from teachers of Mathematics.
Teachers appointed will be on a contract of service to the Authority, and will fill longer term temporary vacancies, in particular those vacancies arriving through the release of staff for training.
Application forms are available from the Divisional Education Officer, Kingfisher House, Kingfisher Walk, Redditch, Worcs. B97 4EP, within fourteen days of the appearance of this advertisement. There are no further particulars for this post.
(20806) 133448

Modern Languages

Main Scale Incentive D

BEXLEY
LONDON BOROUGH
CHISLEHURST & SIDCUP GRAMMAR SCHOOL
Hurst Road, Sidcup DA15 9AG
Tel: 01-302 6511
Required for September, 1988, Head of French Department. Main Scale Incentive Rate D. The Department is successful, staffed by experienced teachers and is well equipped. The post affords excellent opportunities for a person of energy and vision.
Application form and job description from the Head Teacher. (19657) 133632

NORTH YORKSHIRE
RIPON GRAMMAR SCHOOL
Clotherholme Road, Ripon, North Yorkshire HG4 2DG
620 pupils, selective mixed, 100 boarding places
HEAD OF MODERN LANGUAGES
Main Professional Scale plus 'D' Allowance
Specialist French Graduates of suitable experience are invited to apply for this vacancy which occurs because of the promotion of the present holder to a Deputy Head.
French and German are offered to GCSE and 'A' Level and the successful applicant will expect to take charge of all modern language teaching in the school.
The position becomes vacant in January and applicants able to accept an appointment at that time should send a letter of application immediately to the Headmaster. (20935) 133632

Main Scale Incentive B

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
HIGH PARK SCHOOL
Park Road West, Stourbridge, West Midlands DY8 3NQ
(11-16 co-ed. comp. Group 10)
Required January, 1988 well qualified and experienced TEACHER to be HEAD OF MODERN LANGUAGES (Main Scale + Rate B incentive allowance).
Candidate will be able to teach both French and German to G.C.S.E. level and have experience of active learning. Department has its own computer and access to language programmes.
Further details and application forms from and returnable to Head Teacher by 30th October. (19350) 133636

Main Scale

BARNET
LONDON BOROUGH
CHRIST'S COLLEGE
Hendon Lane, Finchley, London N3 1SA
Tel: 01-346 1607
Boys' Comprehensive. Roll 900. Sixth Form 150
Required January 1988, Teacher of GERMAN up to 'A' level (or GCSE) (Main Scale). Successful applicant would join a large and thriving Modern Languages Department. Temporary appointment considered.
Removal expenses and separation allowances available.
Apply in writing to Head Teacher with full c.v. and names of two referees. S.A.E. Further information on request.
Director of Educational Services. (20246) 133640

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WITCHFORD VILLAGE COLLEGE
Manor Road, Wichford, Ely, Cambs. CB6 2JA
Roll: 670
Required for January, temporary (2 terms) part time (70%) teacher (main professional grade or French and German in this mixed 11-16 Community College three miles from Ely.
Apply direct to Warden enclosing full c.v. and names and addresses of two referees. Further details available from the Warden (Tel: Ely 2053). (19050) 133640

GLOUCESTERSHIRE
OXSTALLS BOYS SCHOOL
Estcourt Close, Gloucester
Required for January 1988 a French Graduate to take over a well established and expanding modern language department (Main Scale). The School is involved in pre-vocational education and other initiatives. The post offers an exciting opportunity for a keen and enthusiastic teacher interested in curriculum development.
Apply by letter to the Head Teacher, giving names and addresses of two referees.
Gloucestershire County Council is an equal opportunities employer and positively welcomes applications from all sections of the community. (20984) 133640

Required for January 1988 or as soon as possible thereafter:
ADVISORY TEACHER for Modern Languages
('D' Allowance)
Applications are invited from suitably qualified and experienced teachers for the above post
Travel expenses payable.
Removal and relocation expenses of c. £4,000 are available for those who qualify.
Please send a foolscap self addressed envelope for forms and details to:
County Education Officer, P O Box 47,
Threadneedle House, Market Road,
Chelmsford, CM1 1LD
Closing date: 30th October 1987. (62391)
ESSEX County Council

SECONDARY MODERN LANGUAGES
continued

GUERNSEY
STATES EDUCATION COUNCIL
ST. SAMPSON'S SECONDARY SCHOOL
SCALE I TEACHER OF FRENCH
Required with effect from 1st January, 1988, a Scale I teacher of French. Salary: Burnham plus £111.00 per month (under review).
Please telephone for application forms and further details from the Director of Education, Education Department, P.O. Box 32, La Couperderie, St. Peter Port, Guernsey (Tel: 0481 710821), to whom completed forms should be returned by Thursday, 29th October, 1987.
(15989) 133640

HEREFORD AND WORCESTER
COUNTY COUNCIL
EVESHAM, PRINCE HENRY'S HIGH SCHOOL
Victoria Avenue, Evesham, Worcs.
13-18 Comprehensive, 860 on roll, 130 in the Sixth Form
TEACHER OF MODERN LANGUAGES
Main Scale
Required from January 1988, a graduate teacher of French and/or German able to teach throughout the age and ability range in a strong department. 'A' level work is available in one or both subjects.
Applications immediately, by letter, to the Headmaster with c.v. and names of two referees.
(20805) 133640

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
WEALD OF KENT GRAMMAR SCHOOL FOR GIRLS
Tudeley Lane, Tonbridge, Kent TN9 2JP
Required for January 1988 (or sooner if possible) a teacher to take charge of Spanish (G.C.S.E. and 'A' Level). Applicants must be able to teach French. Please indicate other subject specialism, if applicable.
Letters of application, enclosing a full C.V. and the names of two referees, should be sent to the Headmistress within a fortnight of the appearance of this advertisement.

SOUTH KENT AREA
THE NORTH SCHOOL FOR GIRLS
Essella Road, Ashford
Roll: 760
Required from Easter, or sooner if possible, a teacher of German and French to take responsibility for teaching German. This main scale post carries the status of second in the Modern Languages Department.
Further details and application forms from the Head Teacher to whom supporting letters should be sent s.a.e.p.
(19678) 133640

KNOWSLEY
BOWRING COMPREHENSIVE
Western Avenue, Huyton, Merseyside L36 4PR
(1600 pupils on roll)
Teacher of French (Main Scale) required for 1 January 1988, to work in Language Department teaching to GCSE level. The department offers the pupils French as a first language with Spanish and German as other options. Please state second subject.
Applications to the Headteacher by letter including a full cv and the names of two referees as soon as possible. (19019) 133640

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ROWLEY FIELDS SCHOOL
Lyncote Road, Leicester
(11-16) NOR 701
MODERN LANGUAGES
MAIN SCALE
Required January, to act as Second in the Language Department to teach French throughout the school. Please state second language (Spanish preferred).
Please contact the Headteacher for further details and application forms (sae).
(20765) 133640

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
COUNTESTHORPE COLLEGE
Winchester Road, Countesthorpe, Leics. LE8 5PR
(1419) NOR 1066
MODERN LANGUAGE MAIN PROFESSIONAL GRADE
Required January/April 1988, a suitably qualified, experienced and enthusiastic teacher of French to GCSE and 'A' level. Excellent facilities are available and there are well established exchange links with France.
Please contact the Headteacher for further details and application form (sae)
(20767) 133640

LINCOLNSHIRE
CORDEAUX HIGH SCHOOL
High Holme Road, Louth LN11 0HG
(Group 9 - Roll 694)
Ref: T677
FRENCH TEACHER (Scale 1)
Required for January 1988 to join a lively and successful department.
S.A.E. to Head for form and details. Closing 26th October 1987. (20783) 133640

POWYS
COUNTY COUNCIL
EDUCATION DEPARTMENT
GWERNYFED HIGH SCHOOL
Required for January 1988, a suitably qualified and experienced Teacher of German and French to teach both subjects throughout the School up to and including 'A' level. Main Scale (Ref: 454).
Application forms and further particulars can be obtained form the Headteacher, Gwernyfed High School, Three Cocks, Brecon, Powys to whom completed forms should be returned as soon as possible.
The County Council pursues a policy of equality of opportunity. (16516) 133640

SUFFOLK
COUNTY COUNCIL
HADLEIGH HIGH SCHOOL
Highlands Road, Hadleigh, Ipswich IP7 5HU
11-16 mixed comprehensive roll 725
Required January 1988 HEAD OF GERMAN/FRENCH and FORM TUTOR. Main Scale.
Application forms and details obtainable from the Head at the school, s.a.e. please. (20922) 133640

SURREY
EDUCATION COMMITTEE
ASH MANOR SCHOOL
Manor Road, Ash, Aldershot, Hants. GU12 6QH
Tel: 0252 23709
Required for the 1st January 1988, a teacher (main scale) who would be responsible for the development of lower school French in the 2nd and 3rd year. The school is involved in a TVE Extension project and there will be opportunity for the department to introduce TVE courses.
Application form (s.a.e. please) from Headteacher. (20663) 133640

SUTTON
LONDON BOROUGH OF SUTTON
WALLINGTON HIGH SCHOOL FOR GIRLS
Woodcote Road, Wallington, Surrey SM6 0PH
Tel: 01-647 2380
(11-18 selective, approx. 710 on roll)
MODERN LANGUAGES - MAIN SCALE
Required January 1988, either permanent full-time or temporary part-time, a teacher of French and/or German to GCSE and some 'A' level. There is a thriving Modern Languages Department and all girls learn German or Spanish as a second language in the 2nd and 3rd year and all girls choose one of three modern languages in the 4th and 5th year. There is a new language laboratory. This is a TVEI school, and the importance of languages in business is emphasised.
Apply by letter to the headteacher enclosing c.v. and names and addresses of two referees.
An Equal Opportunity Employer. (22957) 133640

Education
Music Support Teachers
(Main Scale)
Experienced and enthusiastic teachers are required for January 1988 to join a developing Music Support Service in Nottinghamshire. The successful candidates will be qualified teachers and have specific expertise in one of the following areas:-
North Team; Cello,
South Team; Cello and Woodwind.
A Casual User Car Allowance will be payable.
Application forms and full details are available (s.a.e.) from the Head of Music Support Service, Cranmer Street Professional Centre, Cranmer Street, Nottingham NG3 4HA. Closing date: 30 October.
An Equal Opportunity Employer.
Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

WILTSHIRE
EDUCATION COMMITTEE
RIDGEWAY SCHOOL
Inverary Road, Wroughton, Swindon SN4 9DR
Tel: 0793 812824
Required for January 1988 in this popular Co-Educational 11-18 comprehensive school with a roll of 1200, a teacher of modern foreign languages, main scale, to join a hard working department which is undertaking considerable curricula development in several areas. Candidates must offer German to 'A' level and French to GCSE.
Assistance with removal and lodging allowance in approved cases.
If you are interested please telephone Nigel Norman, Head of Department, to discuss the post at the school in working hours or at his home during the evening (Tel: 0793 814389). Wilts is an Equal Opportunities Employer.
(20811) 133640

Music

Main Scale Incentive D

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT AREA
HIGHWORTH SCHOOL FOR GIRLS
Ashford
Head of Music, scale 3, with possibility of scale 4, to teach Music to GCE A level and develop links with Kent Music School in same building. Graduate preferred. Required January 1988 or as soon as possible afterwards.
Application form and details from the Acting Head Teacher, Highworth School, Quantock Drive, Ashford, Kent TN24 8UD, please enclose SAE. (19674) 133852

Main Scale Incentive B

AVON COUNTY
BRISLINGTON SCHOOL
Hungerford Road, Bristol BS4 5EY
(Tel: 0272 773661)
(Mixed Comprehensive - 60 Acre Site)
Required from 1st January 1988 (or April 1988) an experienced, energetic and enthusiastic Head of Music (Main Scale and Incentive Allowance B) who will lead and develop the work of this successful department. The emphasis is on practical music and composition throughout the 11-16 age range. An overall interest in the development and integration of the Performing and Expressive Arts would be an advantage.
Further details from and letters of application to the Headteacher giving full c.v. and names and addresses of two referees, enclosing s.a.e.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (20930) 133836

BEDFORDSHIRE
EDUCATION SERVICE
ST THOMAS MORE R.C. UPPER SCHOOL
Tyne Crescent, Bedford
Tel: Bedford (0234) 41201
Required for January 1988, a full-time, main scale + B allowance Director of Music.
The successful candidate will be expected to continue the development of this well resourced department and to teach the full ability range up to 'A' level.
Application forms and further details from the Headmaster. SAE please.
Bedfordshire is an Equal Opportunities Employer.
(22933) 133836

Main Scale Incentive A

EALING
LONDON BOROUGH
EDUCATION SERVICE
WALFORD HIGH SCHOOL
Bengarth Road, Northolt, Middlesex UB5 5LQ
610 boys and girls. 12-18 years
Required for January or April 1988.
HEAD OF MUSIC. Full time or part time (0.6). The school has a purpose built separate Music Block. This has two large classrooms for teaching and choir/orchestra practice together with a number of tuition rooms for the peripatetic teachers.
Main salary scale + Incentive Allowance A plus £1,215 London Weighting. Relocation expenses payable subject to conditions.
Application forms available from Head to be returned by 30th October 1987.
Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men.
(20258) 133838

WILTSHIRE
UPPER AVON SCHOOL
Durrington, Salisbury SP4 8HN
N.O.R. 800. Mixed 11-18 (93 in Sixth Form)
TEACHER I/C MUSIC Main Scale INCENTIVE A
Required urgently, for January 1988.
A young, innovative and committed qualified teacher to take charge of a full and flourishing Music Section in the school.
Music is taught to all pupils in Years 1-3 as well as up to GCSE and GCE 'A' level. There is a strong tradition of Music making. The School Concert band performs in the local area and further afield. It has an excellent reputation which needs to be continued. The successful applicant will be asked to take over the arrangements for the forth coming Concert Band playing visit to Germany in March 1988.
It is expected that the traditon of choirs, folk groups and instrument groups will be further enhanced. The school is well served by a large instrumental peripatetic staff. Many pupils are learning to play a great variety of instruments to a high level of performance.
Applications should be made by letter to the Headmaster by return, quoting the names of two referees and giving a home telephone number. The closing date is Thursday, October 22 and interviews will be held on Thursday, October 29, 1987.
Wiltshire is an Equal Opportunity Employer.
(20288) 133838

Main Scale

AVON COUNTY
LAWRENCE WESTON SCHOOL
Stile Acres, Bristol BS11 0QA
Required immediately, a full-time violin teacher. You will be required to teach violin in all years of this secondary school and will make an orchestral contribution to the Integrated Arts Course.
Letters of application together with the names and addresses of two referees, enclosing s.a.e should reach the school as soon as possible.
Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation. (20931) 133840

BEDFORDSHIRE
EDUCATION SERVICE
DENBIGH HIGH SCHOOL
Alexandra Avenue, Luton, Beds.
Tel: 36611
Required for 2nd November 1987, a teacher of Music temporary to cover maternity leave. Full or part-time. Main Scale.
Application forms available from and returnable to the Headmaster. S.A.E. please.
Bedfordshire is an Equal Opportunities Employer.
(22940) 133840

BERKSHIRE
HIGHDOWN SCHOOL
Surly Row, Emmer Green, Reading RG4 8LR
(11-18 Comprehensive, 1,120 Mixed)
NOR: 1120
Required January 1988 (or sooner) Main Scale teacher in the music faculty. The music centre is a splended 18th century barn and the subject is strong within the school where it is a compulsory subject for the first three years and a popular option in years 4 and 5. It is hoped to revive 'A' level music in the near future.
Application forms and further details are available from the Headmaster.
Closing date: 26th October.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (20665) 133840

ESSEX
PHILIP MORANT SCHOOL
Rembrandt Way, Gainsborough Road, Colchester CO3 4QS
Tel: Colchester 45222
(Roll: 1,155)
MUSIC TEACHE - main scale
Required January 1988. A qualified teacher to join active, successful and well resourced department.
Apply by letter to Headmaster with c.v. (20971) 133840

KIRKLEES
METROPOLITAN COUNCIL
Ref: 1110
See Secondary Music Peripatetic post.
(21000) 133840

SURREY
EDUCATION COMMITTEE
ROSEBERY SCHOOL
White Horse Drive, Epsom, Surrey KT18 7NQ
12-18 Mixed 8NOR 757
FULL-TIME MAINSCALE MUSIC VACANCY
Required for January 1988, a graduate to teach Full-Time or possibly Part-Time in an exceptionally lively, and successful music department.
Opportunity for G.C.S.E. and 'A' Level work for a suitably qualified and experienced applicant.
An interest in music/micro technology an advantage.
Application Forms available from: The Headteacher, Tel: Epsom 20459. (20980) 133840

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BUSHY ROAD SCHOOL
Melton Road, Leicester LE4 7PA
NOR 957
HEAD OF MUSIC
MAIN SCALE
Required January 1988, an enthusiastic and imaginative teacher to take responsibility for the teaching of Music in this thriving comprehensive school. These exists ample opportunity for further development of Music throughout the curriculum. Music is taught in the core for years 1-3 and as a GCSE option in years 4-5. The school is poised, ready to invest resources in the development of music within the curriculum and is looking for an applicant with vision and energy.
Please contact the Headteacher for further details and applicatoin forms (sae).
(19058) 133840

STAFFORDSHIRE
TRENT VALLEY HIGH SCHOOL
Newcastle Lane, Penkhull, Stoke-on-Trent ST4 5JJ
Required for January, 1988 if possible, a qualified TEACHER OF MUSIC (Main Scale) to join the staff of this mixed Comprehensive School. The person appointed will be expected to contribute to the wide range of musical activities which take place in the school, and to teach some lower school English.
Application forms obtainable from and returnable to the Headteacher (s.a.e.).
Canvassing will disqualify.
Closing date 10 days from publication.
Trade Union membership encouraged.
An equal opportunity employer.
Staffordshire County Council. (22915) 133840

OPPORTUNITIES IN DERBYSHIRE
Application forms and further details (SAE please) for the following teaching posts from the Head unless otherwise stated. Closing date for these posts 30 October 1987.

PRIMARY HEADSHIPS

Headship CO/1/5/P/(A)
Group 2 (Re-advertisement)
Hill Top Infant School, Wyaston Road, Ashbourne, Derby, DE6 1BR (Ashbourne 43041) (3-7, NOR 72)
Previous applicants will be reconsidered without the need for re-application.
Application forms from the Director of Education, County Offices, Matlock, Derbyshire, DE4 3AG, quoting reference (X/IJK/GL).

Headship CO/2/8/P/(A)
Group 5 (Re-advertisement)
Clowne Infant School, Ringer Lane, Clowne, Chesterfield, Derbyshire, S43 4DB (Chesterfield 810518) (3-7, NOR 232)
Previous applicants will be reconsidered without the need for reapplication.
Application forms from the Director of Education, County Offices, Matlock, Derbyshire, DE4 3AG, quoting reference (X/IJK/GL).

PRIMARY

Deputy Head DS/10/2/P
Group 3
Woodville Infant School, High Street, Woodville, Staffs, DE11 7EA (Burton on Trent 217675) (5-7, NOR 134).

Nursery Teacher AE/6/2/P
Main Scale
Dallimore Primary School, Dallimore Road, Kirk Hallam, Ilkeston, Derby, DE7 4GZ (Ilkeston 320471) (3-11, NOR 338)

Recreation + Infant Teacher DS/17/3/P
Main Scale
Dale Primary School, Porter Road, Derby, DE3 8NN (Derby 760070) (5-11, NOR 584)

Infant Teacher HW/9/3/P
Main Scale
Teacher with an interest in Maths/Science
Bakewell CE(C) Infant School, Bath Street, Bakewell, Derbyshire, DE4 1BX (Bakewell 2322) (5-7, NOR 85).

Junior Teacher NE/5/1/P
Main Scale + Allowance B
Teacher for science and technology with an interest in computers.
Hasland Junior School, The Green, Hasland, Chesterfield, Derbyshire, S41 0LN (Chesterfield 34250) (7-11, NOR 371).

SECONDARY

Maths/Deputy Director of Studies *DS/38/4
Main Scale + Allowance B
Noel Baker School, Bracknell Drive, Alvaston, Derby, DE2 0BR (Derby 72026) (11-18, NOR 1604).
Please note this post is Deputy Director of Studies not Director as previously advertised; also the closing date has been extended to 30.10.87.

SPECIAL NEEDS

Special Needs HW/18/6
Main Scale
Teacher for special needs (13-15 age group) particular interest in community involvement, sport, self help and survival skills. With an ability to play the piano.
Boothby Meadows School, Cokayne Avenue, Ashbourne, Derby (Derby 44674).

COMMUNITY EDUCATION

Community Teacher CE/6/14/P
Main Scale (JNC Conditions)
Teacher shared with Whitecross Nursery and Markheaton Primary Schools. Job shared considered.
Central Nursery, Nuns Street, Derby, DE1 3LR (Derby 42647).

Community Teacher CE/5/12/P
Main Scale (0.5)•
Teacher for Normanton Village and Normanton Infant School. Normanton Village Infant School, Browning Street, Derby, DE3 8DN (Derby 764079).

Community Tutor CE/6/13/P
Main Scale (0.5)
Teacher to work with a team of teachers in the development of community involvement.
Brimington Junior School, Devonshire Street, Brimington, Chesterfield, Derbyshire (Chesterfield 32505).

Community Tutor CE/6/14
Main Scale + Allowance D (JNC Conditions)
Bemrose School, Uttoxeter Road, Derby, DE3 3 HU (Derby 366711).

Community Tutor CE/6/13
Main Scale (JNC)
Tutor to cover Aldercar, Langley Mill, Junior and Aldercar Infant.
Aldercar School, Daltons Close, Langley Mill, Nottingham, NG16 4HL (Langley Mill 712477).

The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin, or disability. 62372

DERBYSHIRE County Council
Supports Nuclear Free Zones

SECONDARY MUSIC
continued

Peripatetic Posts

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
KIRKLEES MUSIC SERVICE.
Ref: 1110

Required for January 1988 a teacher of UPPER STRINGS with a specialism in Viola preferred.

Salary will be paid in accordance with teachers pay and conditions act 1987 on the main scale (for qualified teachers) or US scale (for unqualified teachers).

Application forms and further details (s.a.f.c. please) from the Director of Educational Services, Oldgate House, 2 Oldgate, Huddersfield, to whom they should be returned within 7 days of this advertisement.

Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (20989) 133848

BUCKINGHAMSHIRE
MILTON KEYNES AREA NORTH BUCKS MUSIC CENTRE
The Pavilion, Sherwood Drive, Bletchley, Milton Keynes MK3 6DR
(Head of Centre: Mr D. Stevenson)
Required from January 1988, a full-time peripatetic teacher of brass. A trombonist would be preferred and the successful candidate will be able to teach a range of orchestral brass and brass band instruments. An interest in coaching brass bands and/or symphonic wind bands would be an advantage. Main Scale post.

The appointment will involve teaching in Junior and Secondary schools in South Milton Keynes, Bletchley, Buckingham and Winslow areas and working with talented scholars at Bletchley Saturday morning Music School.

Essential car user allowance payable.

In approved cases, the County Council offers a substantial housing and relocation package. There is a wide range of housing to buy in the area.

Application forms and further details are available from the Head of Centre on receipt of an A5 stamped addressed envelope. (20294) 133848

BEDFORDSHIRE
EDUCATION SERVICE
OBOE AND CELLO TEACHERS
Salary: Instructor/Main Scale
Hours: (1) 3½ days per week (2) 2 days per week
Part-time Music Teachers required for 1st January 1988.

1. OBOE specialist, able to offer general wodwind teaching at elementary level. Required for 3½ days per week. Mostly in the south of the county.

2. CELLO teacher required for 2 days per week. Mostly in the east of the county.

Apply in writing to Mr. M. Rose, County Inspector for Music, County Hall, Bedford MK42 9AP. S.A.E. please.

Bedfordshire is an Equal Opportunities Employer. (22930) 133848

DURHAM
COUNTY COUNCIL
PERIPATETIC INSTRUMENTAL MUSIC SERVICE
Full-time Peripatetic Instrumental Music Teacher/Instructor required as soon as possible for Upper String. Main Scale or Unqualified Scale U5 according to qualifications, plus car mileage allowance.

Stamped addressed envelope for further details and application form to the County Music Adviser, Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of application forms 6th November 1987. (20284) 133848

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT INSTRUMENTAL MUSIC SERVICE
Peripatetic Teacher of Violincello (Job-Share) - 2 days per week
Required from 1st January 1988.

A qualified teacher of cello, preferably with a working knowledge of other stringed instruments, is required in January 1988. Salary will be a fraction of teh main professional grade.

The successful applicant will teach in a variety of schools for 1¼ days per week. The remaining half-day will be spent in the 'Live Music to Schools' programme.

There may be an opportunity for further work with Central ensembles.

The post will be based at Langsett Music Centre and travelling expenses will be paid in accordance with the LEA rates.

Application forms and further details available from the Head of Instrumental Music Service, Langsett Music Centre, Burton Street, Sheffield S6 2HH, Tel: 0742 333589, to whom they should be returned by 23rd October 1987.

Sheffield Council is an Equal Opportunity Employer. (19024) 133848

Metro Rochdale

EDUCATION DEPARTMENT

DEPUTY HEADTEACHER GROUP 2

Howard Street Nursery School (2-4 years) Howard Street, Rochdale, OL12 0PP (Tel Rochdale 48103)
An enthusiastic and experienced Nursery Teacher is required for this 160 part-time placement school with pupils aged 3/4 years who come from a variety of ethnic backgrounds.
The successful candidate must be committed to developing a curriculum via structured play and staff teamwork. An interest in and experience of teaching children with special educational needs will be advantageous.

MAIN SCALE

Demesne CP School (4-11 years), Bowness Road, Langley, Middleton, M24 4NU Tel: 061-643 8024
Required from January 1988 an enthusiastic teacher for a class of Reception/Middle infant children in this social priority school. An interest in Language/Music would be an advantage. Informal enquiries can be made to the headteacher.

MAIN SCALE

Holy Family RC Primary School (4-10 years), Great Gates Road, Rochdale (Tel: Rochdale 40480)
Required for 1 January 1988 an experienced Catholic Teacher who is able to offer either or both of the following:
Experience of working with children who have special educational needs;
experience of working with children in the early school years.
CTC would be an advantage.
Application forms available for the above post on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale, OL16 1YD to be returned to the Chairman of Governors c/o the school not later than 26 October 1987.

MAIN SCALE – 2 POSTS

Sparrow Hill CP School (3-10 years), Sparrow Hill, Rochdale, OL16 1QT (Tel: Rochdale 47880)

1. EARLY YEARS TEAM (1ST YEAR INFANTS)

2. MIDDLE YEARS UNIT (2ND/3RD YEAR INFANTS)

Required immediately. Enthusiastic and innovative teachers committed to children learning through first hand experience, by the structured use and development of play within a rich and stimulating internal environment would be highly valued and supported.

Application forms available for the above 5 posts on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale, OL16 1YD to be returned to the Headteachers at the schools (unless otherwise stated) not later than 26 October 1987.

MAIN SCALE – 2 POSTS

Moorclose High School (14-18 years), Kenyon Lane, Middleton, M24 2DG (Tel: 061-643 5116 or 061-653 8440)

1. ECONOMICS/GEOGRAPHY

Required for January 1988 an enthusiastic teacher of GCSE Economics (with the possibility of 'A' level work) and some GCSE Geography.

2. ENGLISH/MEDIA STUDIES

Required for January 1988, an enthusiastic teacher of English and Media Studies.
The above posts are readvertisements and previous applicants will be automatically reconsidered.

MAIN SCALE ENGLISH (2 POSTS)

Calder Hill Community School (13-18 years)
Hudson's Walk Rochdale OL16 1NL (Tel: Rochdale 65222)
Required for January 1988, two enthusiastic teachers with the appropriate qualifications to teach both language and literature up to and including 'A' Level.
Successful candidates will join a team of twelve specialists and will be required to assist in the organisation of the Department.

MAIN SCALE – 2 POSTS

Sutherland High School (11-16 years), Sutherland Road, Darnhill, Heywood, OL10 3PL (Tel: Heywood 60466)

1. DRAMA/ENGLISH

Required for January 1988 to teach Drama and English throughout the school and up to GCSE level. An ability to teach Media Studies would be an advantage.

2. PART TIME (0.5) FOR TYPEWRITING/BUSINESS STUDIES

The Department prepares students for GCSE, ULCI, and RSA typewriting examinations and is also involved in pre vocational courses. A knowledge of word processing would be an advantage.

Application forms available for the above 6 posts on receipt of a SAE from the Headteachers at the schools to whom they should be returned by 26 October 1987 (unless otherwise stated).

MAIN SCALE – 2 POSTS

Instrumental Music Service, Fieldhouse School, Greenbank Road, Rochdale, OL12 0HZ (Tel: Rochdale 56366)

1. BRASS INSTRUMENTS – Trumpet/Cornet preferred.

2. VIOLIN/VIOLA

Required for January 1988 or as soon as possible thereafter. The successful candidates will teach in the Authority's schools and music centres.
Car allowance is payable.
Application forms available for the above 2 posts on receipt of a SAE from the Chief Education Officer, PO Box 70, Municipal Offices, Smith Street, Rochdale, OL16 1YD to be returned to the Head of Service not later than 26 October 1987.

(52376)

AN EQUAL OPPORTUNITY EMPLOYER

Pastoral

Main Scale Incentive B

BROMLEY
KELSEY PARK SCHOOL FOR BOYS
Manor Way, Beckenham BR3 3SJ
Tel: 01-650 8694

Applications are invited from suitably qualified and experienced teachers to assume responsibility for pupils who are now in the First Year of Secondary Education at this 11-18 Boys' Comprehensive School. Tenable from January 1988.

The successful candidate will be expected to offer Mathematics as a main subject and will assume a 75% timetable loading.

Application forms and further details obtainable from/returnable to the Headteacher (large sae) by 27th October 1987. (16506) 134036

Personal & Social Development

Main Scale

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Roll 940
Required January 1988, or earlier, enthusiastic teacher to co-ordinate the well-established PERSONAL, SOCIAL AND HEALTH EDUCATION PROGRAMME course throughout the school. The subject is part of our core programme and is taken by all students in their first five years of secondary education.

The vacancy occurs because of the promotion of the previous holder to the Borough Advisory service.

Salisbury is a popular choice amongst parents selecting a secondary school for their children. The School is close to Green Belt amenities and only a short distance from the M25 Motorway.

London Allowance, £795.

Application forms (large SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible.

An equal opportunity employer. (20251) 134136

Physical Education

Main Scale Incentive B

BARNET
LONDON BOROUGH
FRIERN BARNET COUNTY SCHOOL
Hemington Avenue, Friern Barnet, London N11 3LS
Tel: 01-368 2777
Mixed Comprehensive. Roll 596. 11-16. 4-form entry
Required January 1988, or as soon as possible, a well qualified and experienced Teacher to take charge of the PHYSICAL EDUCATION Department. The post carries an Incentive allowance of £1,002 per annum (B).

Removal expenses and separation allowances available.

Apply in writing to Head Teacher with full c.v. and names of two referees, S.A.E. Director of Educational Services. (20247) 134236

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
ENGLISH SECOND LANGUAGE/P.E. SPECIALIST TEACHER
(Main Professional Grade - Incentive Allowance B)
For full advert please see under English as a second language. (22960) 134236

ESSEX
THE BOSWELLS SCHOOL
Burnham Road, Springfield, Chelmsford CM1 5LY
Tel: 0245 264451
(Roll: 1,373)
HEAD OF BOYS' PHYSICAL EDUCATION - Incentive Allowance B
Required January 1988 or as soon as possible.

Innovative teacher to lead successful Department. Excellent facilities. Vacancy due to promoton.

Removal expenses up to £4,000 payable in approved circumstances.

Application forms and further details from the Headmaster at the school.

HASSENBROOK COMPREHENSIVE SCHOOL
Hassenbrook Road, Stanford le Hope SS17 0NS
(Roll: 1,040)
Tel: 0375 671566
HEAD OF GIRLS' PHYSICAL EDUCATION - Incentive Allowance 'B'
Required April 1988 or sooner, if possible.

Enthusiastic and experienced teacher. Successful Department with excellent facilities.

London Fringe allowance. Relocation allowances payable, in approved cases.

Curriculum vitae and names of referees to the Headteacher from whom further details are available (s.a.e. please). (22926) 134236

Main Scale

BUCKINGHAMSHIRE
MILTON KEYNES AREA
OUSDALE SCHOOL
The Grove, Newport Pagnell MK16 0BJ
(Headteacher: Mr. M. Cole B.A.)
Required from January 1988 for one term only, a teacher of Physical Education able to offer dance (if possible), games for girls etc. The successful applicant will join a well equipped department enjoying facilities including sports hall, gymnasium, squash courts, all weather pitch and well drained playing fields. Main scale post.

Apply by letter to the Headteacher, giving full curriculum vitae and the names and addresses of two referees. (20300) 134240

CAMBRIDGESHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MANOR COMMUNITY COLLEGE
Arbury Road, Cambridge CB4 2JF
TEACHER (MAIN PROFESSIONAL GRADE) GIRLS PHYSICAL EDUCATION
Required from January.

Application forms and details from the Principal (s.a.e. please). (19049) 134240

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
THE CRESTWOOD SCHOOL
Bromley Lane, Kingswinford, West Midlands DY6 8QG
(12-18 co-ed. comp. Group 11)

Required January, 1988 TEACHER OF BOYS' P.E. (Main Scale) for temporary two term contract to cover secondment, joining an excellent P.E. Department and teaching some Humanities periods.

Details/Application forms from and returnable to School (Kingswinford 295935) by 23rd October. (19351) 134240

EAST SUSSEX
ROBERTSBRIDGE SCHOOL
Knelle Road, Robertsbridge TN32 5EA
Comprehensive mixed: 11-16
Roll: 370
From January 1988: Teacher in ... Boys' P.E. (Main Scale). Interest in G.C.S.E. in Physical Education. Ability to offer a second subject.

Relocation grants in approved cases.

Application forms (s.a.e. please) from the Head Teacher. (19032) 134240

EALING
LONDON BOROUGH
EDUCATION SERVICE
VILLIERS HIGH SCHOOL
Boyd Avenue, Southall UB1 3BT
(12-18 mixed comprehensive)
Required for January 1988 a teacher of Physical Education to join a department of three, teaching boys PE and Games. The successful department offers a wide variety of activities, including gymnastics, football, basketball, hockey, cricket, volleyball, squash and tennis.

Candidates should state their second teaching subjects.

Main salary scale payable. £1,215 London Weighting per annum.

Application forms (SAE) from the Head to be returned by 30th October 1987.

Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependents, from people with disabilities and from lesbians and gay men. (20239) 134240

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Roll 940
Required as soon as possible, enthusiastic teacher to join our GIRLS' PHYSICAL EDUCATION DEPARTMENT. We are seeking a teacher who will make a significant contribution to this well-equipped school.

Salisbury is a popular choice amongst parents selecting a secondary school for their children. The School is close to Green Belt amenities and only a short distance from the M25 Motorway.

London Allowance, £795.

Application forms (large SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible.

An equal opportunity employer. (20250) 134240

ENFIELD
LONDON BOROUGH OF ENFIELD
SALISBURY SCHOOL
Cuckoo Hall Lane, London N9 8DR
Roll 940
Required for January 1988, a well-qualified teacher to join our BOYS' PHYSICAL EDUCATION DEPARTMENT.

The school has very good facilities, and these are enhanced by the use of Picketts Lock Sports Centre nearby.

Salisbury is a popular choice amongst parents selecting a secondary school for their children. The school is close to Green Belt amenities and only a short distance from the M25 motorway.

London Allowance, £795.

Application forms (large SAE) obtainable from the Headmaster, to whom they should be returned as soon as possible.

An equal opportunity employer. (22945) 134240

ESSEX
NICHOLAS SCHOOL
St. Nicholas Lane, Laindon, Basildon
Tel: Basildon 43391
(Roll 905)
PHYSICAL EDUCATION TEACHER - Main Scale
Required January 1988.

To join strong Department and contribute to Health and Fitness, mixed P.E. and girls' games.

Relocation expenses payable in approved cases.

Apply by lette to the Head enclosing c.v. and names of two referees. (20973) 134240

HAMPSHIRE
CANTELL SCHOOL
Violet Road, Southampton SO2 3QJ
(12-16 Comprehensive N.O.R. C900)
Required January 1988. Main Scale Teacher of Girls' Physical Education. Interests in Health related fitness and Sport an advantage.

SAE to Head for further details.

We pursue a policy of equality of opportunity. Applications particularly welcome from people with disabilities.

Closing date for completed applications 30th October 1987. (22912) 134240

HARROW
EDUCATION COMMITTEE
HATCH END HIGH SCHOOL
Headstone Lane, Harrow, Middlesex HA3 6NR
Tel: 01-428 4330

A scale 1 teacher of Girls' P.E. is required for the Half Term which starts on 2nd November 1987. Applications are invited for the post at this 12-16 co-educational comprehensive school. The school has good games and P.E. facilities and the department is a thriving and successful one. The post is tenable for half term only.

Please apply immediately in writing to the Headmaster enclosing full curriculum vitae and giving the names, addresses and telephone numbes of two referees.

Outer London Allowance Payable.

Harrow is an equal opportunities employer. (20262) 134240

ISLE OF WIGHT
MEDINA SCHOOL
Fairlee Road, Newport, IW PO30 2DX
Age range 13-18 years. 1145 on roll. Group 12
Required for January 1988, TEACHER OF GIRLS' PHYSICAL EDUCATION (Main Grade) to complete a team of six full-time teachers.

Application forms and further details available from the Headteacher at the School, to whom completed forms should be returned by 30th October. (SAE please). (20925) 134240

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
OAKWOOD PARK GRAMMAR SCHOOL
Oakwood Park, Maidstone ME16 8AH
Tel: 26683
Required from 1st January 1988, a qualified teacher of P.E. and Games with an interest in soccer. This school of 600 boys aged 11-18 offers a wide range of well established activities, with excellent facilities on an attractive campus site.

Applications by letter direct to the Headmaster at the school, giving the names and addresses of two referees. Further details available (S.A.E. please or in response to telephone enquiry). Closing date for applications Friday, 23rd October. (19068) 134240

KIRKLEES
METROPOLITAN COUNCIL
DIRECTORATE OF EDUCATIONAL SERVICES
HOLMFIRTH HIGH SCHOOL
Heys Road, Holmfirth, Huddersfield HD7 2SE
Ref: 1104
(Secondary Girl's P.E. - Professional Grade)

Required for January 1988 for two terms only, a temporary teacher of Girls' P.E. to join a committed and energetic department who enjoy the use of excellent facilities. The successful candidate will also teach the first year class for English, Mathematics and Environmental Science.

Salary will be paid in accordance with the Teachers Pay and Conditions Act 1987 on the main scale.

Application forms and further details (SAE please) from the Headteacher at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities policy, full details of which will be supplied to all applicants. (20990) 134240

LEICESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
RUSHEY MEAD SCHOOL
Melton Road, Leicester LE4 7PA
N.O.R. 957
P.E.
MAIN SCALE
Required January 1988, an enthusiastic teacher of P.E. Role will involve teacher P.E./Games mainly to boys throughout the school as well as some humanities.

Please contact the Headteacher for further details and application forms (s.a.e.). (10059) 134240

LEICESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
BOSWORTH COLLEGE
Leicester Lane, Desford, Leicester LE9 9JL
(14-18) N.O.R. 1,156
BOYS' P.E.
MAIN SCALE
Required January.
Please contact the Headteacher for further details and application forms (s.a.e.). (20774) 134240

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BEAUCHAMP COLLEGE
Ridge Way, Oadby, Leics.
(14-18) NOR 1174
SCALE MAIN P.G. (Perm)
P.E.
Required from 1st January, 1988 a teacher to join a team of 5 committed staff. P.E. is taught to GCSE and to A level.

Please contact the Headteacher for further details and application forms (sae). (19040) 134240

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KIBWORTH HIGH SCHOOL AND COMMUNITY CENTRE
School Road, Kibworth, Beauchamp, Leics LE8 0JE
N.O.R. 580
MATHS/P.E.
SCALE M.P.G.
Required January/April 1988, a teacher of Mathematics/Physical Education.

Please contact the Headteacher for further details and application forms (s.a.e.). (20747) 134240

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SIR JONATHAN NORTH COMMUNITY COLLEGE
Knighton Lane East, Leicester
(11-16) N.O.R. 790
MAIN SCALE
P.E.
Required from 1st January 1988.

Please contact the Headteacher for further details and application forms (s.a.e.). (20750) 134240

SECONDARY PHYSICAL EDUCATION
continued

LINCOLNSHIRE
LINCOLN CHRIST'S HOSPITAL SCHOOL
Wragby Road, Lincoln LN2 4PN
(Group 12 - Roll 1320)
Ref: T679
Required for January, 1988, (Main Scale) a well qualified teacher of Physical Education to join a strong Faculty. A wide interest in boys' physical education is required. Enthusiasm for outdoor pursuits will be an advantage.

Letters of application and curriculum vitae to the Headmaster as soon as possible. (20136) 134240

LONDON NW5
CAMDEN SCHOOL FOR GIRLS
Sandwall Road, London NW5 2DB
Required for January 1988, Scale 1 (Main Professional Grade) a lively, enthusiastic member of the P.E. department to teach gym and most major games.

Please apply immediately with 2 referees to the Headteacher. (35475) 134240

REDBRIDGE
LONDON BOROUGH OF REDBRIDGE
CATERHAM HIGH SCHOOL
Caterham Avenue, Clayhall, Ilford, Essex IG5 0QW
Tel: 551 4415/6
Headteacher: Dr. A.J. Atkins

Required for January 1988, a suitably qualified teacher of boys' P.E. (main grade) to join an energetic and innovative department.

The school has excellent facilities including an indoor swimming pool.

The person appointed would be joining a team committed to modern developments in this subject area.

Please apply immediately in writing direct to the Headteacher at the school as soon as possible, giving full details of qualifications and experience (if any) and the names, addresses and telephone numbers of 2 professional referees.

London Weighting (£795). (20995) 134240

SANDWELL
METROPOLITAN BOROUGH COUNCIL
TINDAL COMPREHENSIVE SCHOOL
(11-18 Comprehensive)
Required January 1988.
GIRL'S P.E. - main scale.

Applicants sought with good all round ability able to teach traditional aspects of hockey, netball, gym and dance. Ability to offer other games an advantage.

Letters of application stating full curriculum vitae and the names and addresses of two referees should be forwarded to Head Teacher, Lower City Road, Tividale, Warley, West Midlands. Closing date 26th October 1987.

An equal opportunity employer. Canvassing of members of the authority will disqualify. (20204) 134240

SOLIHULL
EDUCATION COMMITTEE
SMITH'S WOOD SCHOOL
Windward Way, Chelmsley Wood, Birmingham B36 0UE
Tel: 021-770 6811

Required for 1st January, 1988, in this 11-16 mixed-ability School, a TEACHER OF P.E. (BOYS'), MAIN SCALE. Temporary in the first instance to 31st August, 1988.

Apply by letter to the Headteacher enclosing C.V. and S.A.E. stating any other subjects offered. (19377) 134240

Religious Education

Main Scale Incentive B

CHESHIRE
COUNTY COUNCIL
EDUCATION COMMITTEE
ST GREGORY'S R.C. HIGH SCHOOL
HEAD OF RELIGIOUS EDUCATION
(Main scale + Incentive allowance B (Scale 3))

Required for January 1988 for this new purpose-built 11-16 Comprehensive school, an enthusiastic and well-qualified teacher to lead a committed team of specialist staff. religious education

Application forms and further details available from and returnable to: The Chairman of Governors, Rev. Canon C. Mullady, c/o St. Gregory's R.C. High School, Cromwell Avenue, Westbrook, Warrington. Closing date Friday, 23rd October 1987. (20476) 134436

Main Scale

DURHAM
COUNTY COUNCIL
ST. JOHN'S R.C. COMPREHENSIVE SCHOOL
Bishop Auckland
11-18 Years
RELIGIOUS EDUCATION - Main Scale
Teacher required for January 1988 preferably to also offer Geography.

Stamped addressed envelope for application form and further details to Area Education Office, Kingsway, Bishop Auckland, Co. Durham.

Closing date for receipt of applications 30th October 1987. (20283) 134440

SURREY
THE ROYAL GRAMMAR SCHOOL
Guildford
(HMC Independent - 750 day boys aged 11 to 18 - 200 in 6th Form)
Required in April: an enthusiastic Graduate to join a strong and lively Religious Education department, teaching throughout the age range up and including A Level. R.E. has a favoured place in the curriculum of this academically selective school. Ability and willingness to help with extra-curricular activities such as rugby, cricket, CCF and Scouts will be a distinct advantage. Salary 'Baker' plus 10%.

Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees should be submitted to The Headmaster (R.E.) Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. Closing date 13th November. (20259) 134440

Science

Main Scale Incentive B

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
GARTH HILL SCHOOL
Sandy Lane, Bracknell
N.O.R. 1100
Required January 1988, Assistant Director of Science (main scale + allowance 'B') to play a major role in the development of a growing department and to be responsible specifically for Chemistry.

Applicants should be dynamic, have vision and initiative and be ambitious for both the pupils they teach and their own career development.

Further details and application form from the Principal (Bracknell 421122).

Closing date 26th October 1987.

Berkshire has a scheme of reimbursement of lodging and removal expenses.

An Equal Opportunity Employer. (20681) 134836

BROMLEY
DARRICK WOOD SCHOOL
Lovibonds Avenue, Orpington, Kent BR6 8ER
Tel: 0689 50961
For April 1988 (or January if possible) at this expanding 11-18 five form entry mixed comprehensive school, an enthusiastic, experienced and well qualified graduate teacher to be HEAD OF CHEMISTRY within the Science Faculty.

The post offers the opportunity for an energetic and committed teacher to join an integrated and mutually supportive team.

The school is housed in modern buildings on an attractive site in a pleasant catchment area. Substantial extensions to the buildings, including a new laboratory, are currently being constructed.

Application forms and further details are available from the Headmaster at the School (large s.a.e. please) to whom completed forms should be returned by 27th October 1987. (16509) 134836

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford WD1 7JF
1070 boys, 250 in Sixth form
See Science Scale A. Scale B allowance possible for experienced candidate. (19372) 134836

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford WD1 7JF
See Science Scale A.
Scale B Allowance possible for experienced candidate. (19367) 134836

HERTFORDSHIRE
COLLENSWOOD SCHOOL
Collenswood Road, Stevenage SG2 9HQ
Tel: Stevenage 313011
Group 10
Head: Mr. R.G. McArthur
Required for January 1988 a teacher of SCIENCE at M.P.G. + B allowance. The school seeks an experienced teacher able to teach Chemistry at 4th, 5th and 6th year level and integrated Science to GCSE level. The school is currently planning to offer balanced science to all pupils next year and the person appointed will be expected to play an important part in the development and teaching of this new course and to assist in planning further links between science and technology.

Applications to the Headmaster giving details of previous experience and names, addresses and status of at least two referees. (20934) 134836

KINGSTON UPON THAMES
ROYAL BOROUGH OF KINGSTON UPON THAMES
HOLY CROSS CONVENT SCHOOL
Sandal Road, New Malden, Surrey KT3 5AR
Tel: 01-949 4884
Voluntary Aided, 525 girls 11-18
Required for January 1988, or Easter 1988 a Head of Science. A well-qualified and experienced teacher is sought who will be required to lead and organise the Science Department and to take a share of the Science Teaching. A Physicist or a Biologist would be preferred, although a chemist would be considered.

Roman Catholic preferred.

Salary: Main Scale plus Incentive 'B' plus London Allowance £795.

APPLICANTS ABLE TO COMMENCE IN JANUARY should contact the school enclosing full curriculum vitae with the names, addresses and telephone numbers of two referees WITHOUT DELAY.

FOR THOSE PERSONS UNABLE TO COMMENCE UNTIL EASTER application forms and further details are available from the Head Teacher (sae please) to whom completed forms should be returned by 6 November 1987.

'An Equal Opportunities Employer'. (20659) 134836

SUTTON
LONDON BOROUGH OF SUTTON
CARSHALTON HIGH SCHOOL FOR GIRLS
West Street, Carshalton SM5 2QX
Tel: 01-647 8294
CHEMISTRY - MAIN SCALE + ALLOWANCE 'B'
Required for January 1988, a teacher to take charge of Chemistry in this 6 form entry non-selective school. Chemistry is taught up to and including Advance Level. The whole of the Science Department is a flourishing one.

Applications, immediately to the Headteacher, with c.v. and names and addresses of two referees.

An Equal Opportunity Employer. (22954) 134836

Main Scale Incentive A

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford WD1 7JF
1,070 boys, 250 in Sixth form
Required January, two well qualified graduates for

(i) PHYSICS throughout the school, including very strong Sixth form.

(ii) some combination of BIOLOGY, CHEMISTRY, PHYSICS.

These posts could be with special allowances A or B, or alternatively as first appointment.

Outstanding facilities and opportunities. London fringe and very generous (£4,000+) relocation allowances available.

Contact immediately Headmaster (0923 224950). (20235) 134838

HERTFORDSHIRE
WATFORD BOYS GRAMMAR SCHOOL
Rickmansworth Road, Watford WD1 7JF
1070 boys, 250 in Sixth Form
Required January, well qualified graduate to teach PHYSICS throughout the school, or alternatively a combination of PHYSICS AND CHEMISTRY to GCSE.

Excellent facilities and opportunities. London fringe and very generous (£4000+) relocation allowances available. Contact immediately: Headmaster (0923 224950). (19371) 134838

Main Scale

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE
ST BARTHOLOMEW'S SCHOOL
Andover Road, Newbury
N.O.R.: 1,535
11-18 Voluntary Controlled Mixed Comprehensive School
645 in Sixth Form
Required January 1988 a well qualified teacher of Physics to join large enthusiastic Science faculty. Teaching will include Physics at all levels particularly 'A' level and some Science to other year groups. Participation opportunities in a wide range of out-of-classroom activities, including Sport, Drama, Music, C.C.F. etc.

Application by letter to the Headmaster, as soon as possible enclosing full C.V. the names of two referees (S.A.E. for acknowledgement). An Equal Opportunity Employer. (20676) 134840

BUCKINGHAMSHIRE
COUNTY COUNCIL
WINSLOW COUNTY SECONDARY SCHOOL
Park Road, Winslow, Bucks MK18 3DN
Headteacher: R.H. Done
Roll: 200 pupils
Main Scale
Required from January 1988, Required of Science to teach Teacher of Science throughout the school, including Biology and Rural Science to G.C.S.E. level.

An attractive relocation package including mortage assistance is available in approved cases.

Applications (s.a.e.) giving first instance full details and the names and addresses of two referees, direct to the Headteacher at the school. (20904) 134840

BUCKINGHAMSHIRE
COUNTY COUNCIL
QUARRENDON SCHOOL
Weedon Road, Aylesbury, Bucks. HP19 3PG
Headteacher: R. Carnwell, B.A.
Roll: 600 pupils
Main Scale
Required January 1988, a Teacher of General Science to join a progressive and developing Science Department.

An attractive relocation package including mortgage assistance is available in approved cases.

This is a re-advertisement and previous applicants will automatically be re-considered.

Application forms and further details (s.a.e.) from, and to be returned to, the Headteacher at the school. (20290) 134840

BUCKINGHAMSHIRE
HATTERS LANE COUNTY SECONDARY SCHOOL
Hatters Lane, High Wycombe HP13 7NQ
Acting Headteacher: Mrs M. Laimier
NOR: 682
Required from January 1988 a full-time Science teacher, able to teach chemistry up to GCSE standard.

Apply by letter to the Acting Headteacher. (20975) 134840

CAMBRIDGESHIRE
Equal Opportunity Employer
JACK HUNT SCHOOL
Ledbury Road, Peterborough PE3 6PN
Tel: Peterborough 263526
Headteacher: Mr M.H. Taylor, B.A., J.P.
Group 11
Required for January 1988:- A Physical Scientist interested in Technology to teach in one of 12 brand new laboratories - Main Professional Grade.

The school is part of a flourishing T.V.E.I. Consortium.

Application forms and further details may be obtained from the Headmaster at the school (s.a.e.).

Closing date 2nd November. (19051) 134840

CROYDON
LONDON BOROUGH OF CROYDON
EDUCATION COMMITTEE
ADDINGTON HIGH (M)
Fairchildes Avenue, New Addington, Croydon CR9 0AA
Tel: 0689 42545
SCIENCE TEACHER

Addington High School - Mixed, 11-16 comprehensive school. Group 11. The school is situated on the edge of open country, and also has a Rural Science facility. Environmental education is seen as a priority.

A Science teacher is sought to contribute to the Integrated Science course taught throughout the school and across the ability range. The successful candidate would join a lively and forward-looking Faculty.

Salary: Main Scale.

Tenable: January 1st 1988.

Please apply to the Headteacher. (20993) 134840

ESSEX
THE HARWICH SCHOOL
Hall Lane, Dovercourt, Harwich
Tel: Harwich 506272
(Roll: 1,400)
PHYSICS TEACHER - MAN SCALE
Required January 1988. Teaching is available across the ability range up to 'A' level. Probationer for September 1988 considered.

Further details and application form available from Headteacher.

SOUTHEND HIGH SCHOOL FOR GIRLS
Southend Boulevard, Southend-on-Sea SS2 4UZ
Tel: 0702 588852
(Roll: 779)
TEACHER OF BIOLOGY - MAIN SCALE
Required for January 1988. To undertake teaching to 'A' level and some organisational responsibility.

Apply by letter to Headteacher enclosing a c.v.

Closing date: 23rd October 1987. (22923) 134840

HAVERING
LONDON BOROUGH OF HAVERING
ABBS CROSS SCHOOL
Abbs Cross Lane, Hornchurch RM12 4YB
Tel: Hornchurch 40304
(Roll: 960 Mixed)
Headteacher: D.J. Powney, M.A.
Required for January 1988 or as soon as possible teacher of Physics, main scale, to join a large and successful Science Department which makes a significant contribution to the life of the school.

Letters of applicaton enclosing full curriculum vitae and the names of two referees should be sent to the Headteacher as soon as possible. (20965) 134840

HUMBERSIDE
BIOLOGY TEACHER (Temp. for 2 Terms) Main Scale
Required for January 1988 at South Hunsley School, East Dale Road, Malton, North Ferriby HU14 3HS. Full or part-time to teacher General Science to young pupils and Biology to GCSE. Experience of 'A' level work could be helpful while experience in teaching Mathematics to younger pupils would be an added recommendation.

Application form and further details from: The Headteacher (SAE please). Closing Date: 26.10.87.

Humberside County Council working towards Equal Opportunities. (20271) 134840

HAMPSHIRE
ROMSEY SCHOOL
Greatbridge Road, Romsey SO5 8ZB
11-16 comp. mixed. N.O.R. 1076
Chemistry Teacher for January 1988 or as soon as possible to take responsibility within the school.

Application forms and further details available from the Headteacher on receipt of stamped addressed envelope.

The County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities. (20816) 134840

HERTFORDSHIRE
BUSHEY HALL SCHOOL
Bushey Hall Road, Bushey, Watford
Required January, Teacher of INTEGRATED SCIENCE to teach throughout the school. The school is to move in September 1988 to handsome premises in the centre of Bushey which will offer stimulating opportunities to the person appointed.

Apply by letter to Headmaster giving curriculum vitae and names and addresses of two referees. (20234) 134840

Opportunities with Nottinghamshire

Unless otherwise stated the following posts are required for the Spring Term 1988.
Application forms/further details are available from the Head Teacher of the school concerned on receipt of a stamped addressed envelope.
Closing date 28 October 1987 unless otherwise stated.

Primary

Group 5 – Deputy Head Teacher
TUXFORD PRIMARY SCHOOL
Newark Road, Tuxford, Newark, Notts., NG22 0NA.
Roll: 232
An energetic and experienced primary teacher is required. The successful candidate will have wide experience of the entire primary age range and a commitment to curriculum development. Please state curriculum strengths and interests.

Secondary

Main Scale – Chemistry
CHRIST THE KING R.C. (AIDED) COMPREHENSIVE SCHOOL
Darlton Drive, Arnold, Nottingham, NG5 7JZ.
Mixed: 720 (11-18)
Experienced graduate teacher required to teach throughout the school. Courses exist at both G.C.S.E. and 'A' level.

Main Scale – Geography
QUEEN ELIZABETH'S GIRLS' UPPER SCHOOL
Woodhouse Road, Mansfield, Notts., NG18 2AB.
Girls: 400 (13-18)
Required as soon as possible to teach to all examination levels. Ability to take part in field work essential.

Main Scale – History
BECKET R.C. (AIDED) COMPREHENSIVE SCHOOL
Ruddington Lane, Wilford, Nottingham, NG11 7DL.
Mixed 950 (11-18)
Specialist teacher is required to teach to all levels. Ability to teach to 'A' level standard is essential.

Main Scale – Physics
GEDLING COMPREHENSIVE SCHOOL
Wollaton Avenue, Gedling, Nottingham, NG4 4HX.
Mixed: 730 (11-18)
To teach throughout the school to G.C.S.E. and 'A' level and to take charge of the Upper School "Science at Work" programme. Ability to assist with Computer Studies would be an advantage. Applications from part-time candidates will also be considered.
Please apply by letter, giving full curriculum vitae and the names and addresses of two referees, to the Head Teacher at the School as soon as possible.

Special

Main Scale + Allowance 'B' – Needlework/Basic Subjects
BEECH HILL SCHOOL
Fairholme Drive, Mansfield, Notts., NG19 6DX.
Roll: 112 (Secondary)
Enthusiastic teacher to teach basic subjects to a class of 10 children aged 12-13 years in this school for pupils with moderate learning difficulties. The successful candidate will also be responsible for Needlecraft teaching throughout the school. Candidates inexperienced in this field, will be considered since In-Service Training will be available.

An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall · West Bridgford
Nottingham NG2 7QP

BRENT EDUCATION

HEAD OF SCIENCE – Main Grade + Allowance D

ST GREGORY'S RC HIGH, Donnington Road, Kenton, Harrow, Middx HA3 0NB. Tel: 01-907 8828/8820/8829 (Roll 1,000)

Required from January 1988 HEAD OF SCIENCE (Grade D. Main Grade + £3,000). The Governors invite applications from suitably qualified and experienced teachers to take on this key post in the school in succession to Mr Franklin who is retiring after 28 years service to the school. Science is taught throughout the school at all levels and plays a major, and increasing role in our curriculum. Candidates should be aware of modern developments, be able to lead a strong team of teachers and be prepared to make a substantial contribution to the life of the school. Candidates must support the Catholic ethos of the school.

Further details and an application form are available from the Head, M. F. Earley MA (Oxon), MA (Ed) MSc. at the school. Closing date for applications 27 October 1987.

Brent is fundamentally committed to multi-cultural education.

London Weighting of £1215 per annum is made.

To: The School/Office

I am interested in the post of ____

Please send me further information

Name: ____

Address: ____

CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

SECONDARY SCHOOLS

Falmouth School, Trescobeas Road, Falmouth, Cornwall. TR11 4LH.
Group 12. NOR 1400. Sixth Form of 180.
English: Main Scale (Temporary for two terms)
Required for January 1988, a teacher of English to teach up to GCSE level. The time table involves teaching across the age range of 11-18 school.
Please apply by letter, including a curriculum vitae and names and addresses of two referees to the Headteacher.

Newquay Treviglas School, Bradley Road, Newquay, Cornwall. TR7 3JA.
Group 10. NOR 750. Sixth Form of 60.
Head of English: Main Scale + Allowance D
Required for January 1988, or as soon as possible thereafter, a well qualified and experienced teacher for this most important post.
Applicants are requested to quote the following reference TES/1 on application forms.
Application forms/further details are available from the Headteacher on receipt of SAE.

Penrice School, Charlestown Road, St Austell, Cornwall. PL25 3NR.
Group 11. NOR 1260.
Computer Studies and Mathematics: Main Scale
Required from January 1988, suitably qualified and experienced teacher of Computer Studies and mathematics up to GCSE. Previous experience of GCE and CSE in these subjects an advantage.
Application forms/further details are available from the Headteacher on receipt of SAE.

PRIMARY HEADSHIPS

Landulph Jnr & Inf School,
Landulph, Saltash, Cornwall. PL12 6ND.
Group 2. Available from: 1st January 1988.
Closing date: 6th November 1987.
Application forms/further details are available on receipt of a SAE (foolscap) from The Secretary for Education (Schools Section), County Hall, Truro, Cornwall. TR1 3BA.

Nanstallon Jnr & Inf School,
Nanstallon, Bodmin, Cornwall PL30 5JZ.
Group 2. Available from: Summer Term 1988.
Closing date: 6th November 1987.
Application forms/further details are available on receipt of SAE (foolscap) from The Secretary for Education (Schools Section), County Hall, Truro, Cornwall. TR1 3BA.

PRIMARY SCHOOLS

Cury C of E Jnr & Inf School, Cury Cross Lanes, Helston, Cornwall. TR12 7BW.
Group 1.
Main Scale
Required from January 1988, a versatile experienced teacher of infants, in this two teacher rural school. Candidates should be prepared to take responsibility for a particular area of the curriculum. Please state special interests.
Application forms/further details are available on receipt of SAE from The District Clerk, District Education Office, Pendarves Road, Camborne, Cornwall TR14 7QD.
(52354)

CORNWALL COUNTY COUNCIL

CYNGOR SIR DYFED COUNTY COUNCIL

Required for 1st January, 1988,

1. Queen Elizabeth Maridunum Comprehensive School, Johnstown, Carmarthen.
MAIN PROFESSIONAL GRADE £7599 – £13299.
An Honours Graduate to teach PHYSICS to 'A' level and to assist with the teaching of Chemistry (to 'A' level if possible). The successful candidate will be expected to complete the Information Technology Course already established for scientists.
Application forms are available on receipt of a stamped addressed envelope from the Headteacher to whom they should be returned by 22nd October, 1987.

Required for 1st January, 1988,

2. Ysgol Gyfun Emlyn, Newcastle Emlyn SA38 9LN,
MAIN PROFESSIONAL GRADE £7599 – £13299.
A teacher of FRENCH up to GCSE level, with subsidiary ENGLISH in the lower school specifically in the Special Education department.
Application forms are available on receipt of a stamped addressed envelope from the Headteacher to whom they should be returned by 22nd October, 1987.

W.J. PHILLIPS
Director of Education/Cyfarwyddwr Addysg 52370

SECONDARY SCIENCE continued

HERTFORDSHIRE
SHEREDES SCHOOL
Cock Lane, Hoddesdon, Herts. EN11 8JY
Group 11: 875 on roll
Required immediately a Science teacher (part time 0.6) to teach Science throughout the school.
Science forms part of the core curriculum up to and including the fifth year. Pupils are taught in mixed ability groups and all follow an Integrated Science course. The school has adopted the Hertfordshire Integrated Science Project, based on the Nuffield 13-16 materials.
The post offers the opportunity to gaining a wide experience of Science teaching within an active and committed faculty. The accommodation consists of seven laboratories, a demonstration oom and three preparation rooms. There is also a Central Resource Area including reprographic room, computer network, a lecture theatre and two libraries.
Please apply by letter immediately to the Headmistress, giving interests and curriculum vitae and names, addresses and telephone numbers of two referees. (20964) 134840

HERTFORDSHIRE
STANBOROUGH SCHOOL
Lemsford Lane, Welwyn Garden City AL8 6TR
Headmaster: Mr D.J. Hitchin, M.A.
No. on roll 810, 130 in sixth form
Required for January 1988, a well-qualified teacher of Physics with Junior Physical Science, main scale, to join a strong department in this 5 form entry all ability mixed school. Physics is a distinct component of a double certificate, balanced science course taken by nearly all pupils in years 3, 4, and 5. Outstanding tradition of 'A' level work with some 40 sixth form Physics students.
Please apply by letter to the Headmaster, including full curriculum vitae and quoting two referees.
Generous removal expenses (to total of £4,300), plus mortgage subsidy payable in approved cases.
(20696) 134840

HILLINGDON
LONDON BOROUGH OF HILLINGDON
ABBOTSFIELD SCHOOL
Clifton Gardens, Hillingdon, Uxbridge UB10 0EX
Number on roll: 791, 77 in Sixth Form
Headteacher: M.W. White, M.A. B.Sc.
(MAIN SCALE)
Teacher of Biology required for January 1988, to teach Science in the lower and middle school. Also G.C.S.E. Biology and 'A' Level Biology.
Abbotsfield is an 11-18 Boys Comprehensive School that shares a Sixth Form with Swakeleys Girls School, which is on the same site.
Please apply in first instance by letter to the Head of School stating the names and addresses of two referees. Closing date: 14 days from the appearance of the advertisement.
Outer London Allowance Payable. (20911) 134840

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WYGGESTON & QUEEN ELIZABETH I COLLEGE
University Road, Leicester
(16-19) NOR 868
PHYSICS
Scale MPG
Required January 1988, a Physics or Engineering graduate to teach mainly 'A' level Physics in a large, well-equipped department. (Vacancy due to internal TVEI promotion).
Please contact the Headteacher for further details and application forms (sae).
(20911) 134840

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KING EDWARD VII UPPER SCHOOL
Burton Road, Melton Mowbray, Leics. LE13 1DW
NOR 1426
CHEMISTRY
MAIN SCALE
Required January 1988 to teach to 'A' level and GCSE and to organise GCSE practical assessment and examinations.
Please contact the Headteacher for further details and application form (sae).
(20910) 134840

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BEAUCHAMP COLLEGE
Ridgeway, Oadby, Leics.
(14-18) NOR 1174
Main Scale
INTEGRATED STUDIES
Required immediately a part-time teacher (up to .5) for one year only. Integrated Studies with one year sixth formers.
Please contact the Headteacher for further details and application forms (sae).
(20411) 134840

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
EAST KENT AREA
QUEEN ELIZABETH'S SCHOOL
Abbey Place, Faversham
a co-educational grammar school of 600 pupils
Required as soon as possible or for January 1988 a teacher of Biology to GCSE level. Initially a temporary post until the end of the Summer Term 1988, it is likely then to become permanent with the strong possibility of A-level work for a suitably qualified candidate.
Applications by letter, including the names of two referees, should be sent to the Headmaster at the school as soon as possible.

NORTH WEST KENT AREA
SOUTHFIELDS SCHOOL
Singlewell Road, Gravesend, Kent DA11 7RF
Required for January 1988 a Main Grade Teacher of Science. Science is taught throughout the school to all pupils; a school developed integrated course in Years 1 and 2, a modular course in Year 3, a common core modular course to GCSE in Years 4 and 5 with additional courses available in Biology, Physics, Chemistry, Technology and Electronics. The appointed person will be expected to contribute to the development of these new courses.
Apply direct to the Headmaster at the school giving a full curriculum vitae and the names, addresses and telephone numbers of two referees.
Possibility of help with temporary housing in approved cases.

THAMESVIEW SCHOOL
Thong Lane, Gravesend, Kent DA12 4LF
Roll: 1,100 Group 10 mixed, 11-17 High School (also adapted for Physically Handicapped and having a Special Unit on Campus). The school occupies an extremely attractive site on the eastern outskirts of the town and has proved popular
Teacher of Science - M.P.G. required for January to join this well established and forward looking department. An ability to teach Biology to G.C.S.E. is pre-requisite but there are developing Broad based Science courses.
Applications by letter should be sent to the Headteacher, together with a curriculum vitae and naming two referees, as soon as possible. Further details will be forwarded on receipt of a stamped, addressed envelope.
Possibility of help with temporary housing in approved cases.

EAST KENT AREA
GEOFFREY CHAUCER SCHOOL
Spring Lane, Canterbury, Kent CT1 1SU
An all-ability TVEI School with 1200 pupils, 200 in year 6
HEAD OF BIOLOGY, SCALE 3
Required for January 1988, an experienced Biology graduate to take charge of the Biology team. The successful applicant will be responsible for all aspects of Biology teaching throughout the school. In particular, she/he will be expected to make a major contribution towards the introduction of broad, balanced courses at GCSE level in September 1988.
Detailed letters, with c.v., and naming two referees should be submitted to the Acting Headteacher at the school. Further details sent on receipt of an s.a.e. Closing date October 21st 1987.

FRANK HOOKER SECONDARY SCHOOL
Knight Avenue, Canterbury CT2 8QA
Required January 1988 in this TVEI school an enthusiastic scientist. Scale 2 equivalent with possibility of additional allowance being available.
Specialism immaterial. To join a progressive and forward-looking Department committed to the principles of Science 5-16.
Further details and application form available from the Head Teacher (SAE please).
(19072) 134840

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CITY OF LEICESTER SCHOOL
Downing Drive, Evington, Leicester
(11-18) N.O.R. 1,380 (VI Form 220)
SCIENCE
SCALE M.P.G.
Required January 1988. A teacher of Chemistry and Science (M.P.G., former Sc 2) to be second in the chemistry department. Chemistry is taught to G.C.S.E. and 'A' level. The school has its' own mode 3 science course.
Please contact the Headteacher for further details and application forms (s.a.e.).
(20753) 134840

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SIR JONATHAN NORTH COMMUNITY COLLEGE
Knighton Lane East, Leicester
(11-16) NOR 768
Main Scale
SCIENCE
Required from 1st January 1988.
Please contact the Headteacher for further details and application forms (sae).
(19042) 134840

MERTON
URSULINE HIGH SCHOOL
18 The Downs, Wimbledon SW20 8HD
Girls' Roman Catholic Comprehensive High School, 13+-18+, (8 f.e.) 844 on roll, 200 in the 6th Form
Required for January, Teacher of Physics to teach Physics throughout the school to GCSE and A Level. Ability to teach Mathematics desirable.
Please apply to the Acting Headteacher with names and addresses of two referees and s.a.e. for acknowledgement.
(20920) 134840

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
Merton is an Equal Opportunities Employer
All applications will be considered on their merits
ROWEN HIGH (GIRLS)
Rowen Road, London SW16 5JF
Tel: 01-764 7179
Roll: 491
Age range: 13-18 years
Headteacher: Mrs. D.G. Haugh
Required for 1st January 1988 a well-qualified and experienced Teacher of Chemistry to teach the subject through GCSE up to 'A' level, plus some integrated Science to GCSE. This post covers responsibility for Chemistry within a close-knit and flourishing department that is led by the Head of Science. An appropriate incentive allowance is available for suitable candidate.
Closing date: November 2nd 1987.
Application forms and further particulars of the post are available from the Head Teacher at the above address. Please enclose a stamped addressed envelope.
(22928) 134840

NORTHUMBERLAND
BLYTH TYNEDALE COUNTY HIGH SCHOOL
Tynedale Drive, Blyth NE24 4LN
Group 10, 13-18 Comp. of 795 pupils inc. 70 in Sixth Form
SCIENCE TEACHER - Main Grade
Required from January 1988, with a chemistry background, to teach Modular & Dual Award Scheme. Ability to teach to 'A' level Chemistry advantageous.
Removal expenses and lodging allowance may be payable.
For application forms and further details send a foolscap s.a.e. to the above address to which forms should be returned within 14 days. (20933) 134840

OXFORDSHIRE
COUNTY COUNCIL
ST AUGUSTINE OF CANTERBURY RC/CE UPPER SCHOOL
Iffley Turn, Oxford OX4 4DX
Required for January 1988 or as soon as possible, Assistant teacher of General Science and Mathematics.
Application forms and further details available from the Headteacher on receipt of S.A.E. to be returned as soon as possible. (Tel: Oxford 778011).
An Equal Opportunity Employer. (20829) 134840

SURREY
EDUCATION COMMITTEE
WARLINGHAM COUNTY SECONDARY SCHOOL
Tithepit Shaw Lane, Warlingham CR3 9YB
Tel: Upper Warlingham 4067
(12-16 mixed comprehensive, NOR 722 including 120 in 6th Form)
Temporary Teacher of Biology (main professional grade) required for January 1988 for 2 terms to teach throughout the school with the possibility of A level work. Part-time applicants considered.
Application form and further details from the Headteacher. Closing date 6th November 1987.
(22953) 134840

WEST SUSSEX
EDUCATION DEPARTMENT
HAZELWICK SCHOOL
Crawley
SCIENCE TEACHER
Salary: Scale 1
Required for January 1988 an honours graduate to teach BIOLOGY within the highly successful science department in this well established 12-18 comprehensive school. Nuffield courses are available throughout and teaching across the whole age and ability range will be available for a suitable candidate.
Forms and details from the Headmaster, Hazelwick School, Three Bridges, Crawley, Sussex RH10 1SX, on receipt of foolscap S.A.E. Closing date 14 days after appearance of advertisement.
(22905) 134840

Social and Political Studies

Main Scale

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
BARKING ABBEY COMPREHENSIVE SCHOOL
Sandringham Road, Barking, Essex
(Roll 1377)
Required as soon as possible:
A committed and enthusiastic teacher of Social Science to teach the subject throughout the school.
Main Scale plus £1,215 per annum Inner London Allowance. Reimbursement of removal expenses in approved cases.
Apply in writing immediately to the Headteacher giving full c.v. and the names and addresses of two referees, one of whom should be, where applicable, your present or immediate past employer.
An equal opportunity employer. (19662) 135040

NEWHAM
LONDON BOROUGH OF NEWHAM
An Equal Opportunity Authority
WOODSIDE COMMUNITY SCHOOL
Woodside Road, London E13 8RX
Head Teacher: Mr M.J. Walton
Number on roll: 800
TEACHER OF SOCIAL EDUCATION
Required JANUARY 1988.
A committed and qualified teacher of Social Education is required to work within the successful departmental team at this inner urban, mixed community comprehensive school. Ability to teach sociology to 'A' level an advantage. Social Education is a 'Core' subject in years 4/5, and is taught on a mixed ability basis. Willingness to teach some integrated studies/humanities preferred.
LONDON ALLOWANCE £1,215 plus Social Priority Allowance.
Application forms/further particulars (s.a.e. please) available from The Head Teacher to whom completed forms should be returned by 23.10.87.
Director of Education, Education Offices, 379/383 High Street, Stratford E15 4RD. (19396) 135040

Ysgol Emrys ap Iwan, Abergele
(Tel. Abergele 822287)
(11-18, 1080 pupils)
Head – B. Pyart, M.Ed., B.Phil.
Required for January, 1988 (or as soon as possible thereafter)

CO-ORDINATOR OF MEDIA SYSTEMS
Main Scale Plus Allowance B
An energetic and enthusiastic teacher to co-ordinate media activities throughout the school. The successful candidate will lead a team of experienced teachers working in the fields of television, radio, photography, graphics, the press and information systems.
The school is a national leader in cross curricular developments in media education. A modular unit accredited GCSE Media Systems course is currently on offer within the school, together with a CPVE and a modular A/S level Media course has been developed.
The school is a TVEI phase 1 school with a commitment to a wide range of innovations including a modular approach to the curriculum, negotiation of learning programmes, new forms of accreditation, experiential education resource-based learning, pupil profiling and self-supportive study

Ysgol Brynhyfryd, Ruthin
(Tel. Ruthin 3933)
(11-18, 950 on roll – 130 in Sixth Form)
Head – J.E. Ambrose M.Ed., B.A.
Required for January, 1988 (or as soon as possible thereafter)

TEACHER OF INFORMATION TECHNOLOGY
Main Scale
The successful applicant will be required to teach Information Technology across the whole ability range including GCSE and to assist in promoting the use of Information Technology across the curriculum.

Please apply by letter to the appropriate Head, giving full curriculum vitae, and names and addresses of three referees. CLOSING DATE - 23RD OCTOBER, 1987.
SHIRE HALL, MOLD. 8.10.87.
KEITH EVANS Director of Education
(52360)

CLWYD COUNTY COUNCIL

Speech and Drama

Main Scale Incentive D

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WYCLIFFE COMMUNITY COLLEGE
Aylestone Road, Leicester
(11-16) NOR 510
HEAD OF PERFORMING ARTS
SCALE M.S. + D ALLOWANCE
Required January/April 1988, a musician to lead the work of music, dance and drama throughout the college. There is a spirited and successful tradition in this area. Teaching will be to all ages including GCSE in the Upper School.
Please contact the Headteacher for further details and application forms (sae).
(20761) 135232

Main Scale Incentive B

WARWICKSHIRE
HARTSHILL SCHOOL
Church Road, Hartshill, Nuneaton CV10 0NA
Required January 1988 HEAD of DRAMA and CO-ORDINATOR of CREATIVE ARTS (with possibility of Incentive Allowance B for a suitable candidate). An enthusiastic Drama specialist is required to teach this well-established subject throughout the school. Applicants should also be willing to co-ordinate the teaching of our common core creative Arts course for 4th and 5th year pupils.
Letters of application with curriculum vitae and names and addresses of two referees to be sent to the Head at the school (from whom further details are available) as soon as possible.
Warwickshire is an equal opportunities employer. (18657) 135236

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
BOSWORTH COLLEGE
Leicester Lane, Desford, Leics.
(14-18) NOR 1158
HEAD OF EXPRESSIVE ARTS (scale M.S. + allowance B)
Required January/April 1988, a suitably qualified and experienced Drama specialist to develop an Expressive Arts Department to include Music, Dance and Drama. The Department operates in core and options and includes public examination work.
Please contact the Headteacher for further details and application forms (sae).
(20160) 135236

Main Scale

BUCKINGHAMSHIRE
COUNTY COUNCIL
GRENDON SCHOOL
Grendon Road, Aylesbury, Bucks HP19 3PG
Headteacher: R. Canwell.
Roll: 380 pupils
Main Scale
Required January 1988, teacher to join two lively and supportive departments and teach Drama and English throughout the school.
Excellent facilities available including fully equipped Drama Studio. An attractive relocation package including mortgage assistance is available in approved cases.
Applications by letter in the first instance (s.a.e.) giving full details and the names and addresses of two referees, direct to the headmaster at the school. (20903) 135240

HARROW
EDUCATION COMMITTEE
BENTLEY WOOD HIGH SCHOOL
Bridges Road, Stanmore, Middx. HA7 3NA
Tel: 01-954 3623
Required for January an enthusiastic Drama specialist to be responsible for the subject throughout the school and to undertake GCSE examination work. The school, a comprehensive for 720 girls aged 12 to 18, has good facilities including a fully equipped Drama Studio.
Pupils are co-operative and enthusiastic and many are keenly interested in Drama.
The post is ideal for those interested in production and extra-curricular work.
Please write for application form and further details and enclose a CV and referees.
Outer London Allowance payable.
AN EQUAL OPPORTUNITY EMPLOYER. (20264) 135240

HERTFORDSHIRE
DURRANTS SCHOOL
Manor Way, Croxley Green, Rickmansworth WD3 3LX
(Group 9) 11-18 mixed all ability
Required January, Teacher of DRAMA (Main Scale) to take responsibility for the subject within the Expressive Arts Faculty. Drama is taught to Years 1-3 in the core, and as an option towards GCSE in Years 4-5.
Further details (please enclose s.a.e.) from the Headmaster to whom applications with names of two referees should be sent as soon as possible. (20231) 135240

Technology

Main Scale Incentive D

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KING EDWARD VII UPPER SCHOOL
Burton Road, Melton Mowbray, Leics
(14-18) N.O.R. 1,433
HEAD OF INFORMATION TECHNOLOGY
MAIN SCALE + TEMP D ALLOWANCE
Required January 1988, a suitably qualified and experienced teacher who has taught computer science to university entrance level to develop Information Technology across the curriculum. Experience of Nimbus networks essential.
Please contact the headteacher for further details and application form (s.a.e.).
(20748) 135532

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KING EDWARD VII UPPER SCHOOL
Burton Road, Melton Mowbray, Leics
(14-18) N.O.R. 1,433
INFORMATION TECHNOLOGY
MAIN SCALE + TEMPORARY D ALLOWANCE
Required January 1988, a suitable qualified and experienced teacher who has taught Computer Science to University entrance level to develop Information Technology across the curriculum. Experience of Nimbus Networks essential.
Please contact the Headteacher for further details and application forms (s.a.e.). (20794) 135532

TVEI

Peripatetic Posts

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
a) POSTS RELATED TO TVEI II
Applications are invited from Leicestershire Teachers for the following posts which will be available for 5 terms on secondment from January 1988. Each post Main Scale + B Allowance or existing salary, whichever is the higher.
i) An Advisory Teacher is required to assist in the DEVELOPMENT OF INFORMATION TECHNOLOGY MAINLY THROUGH AREA COLLABORATIVE INSET. The work will be generally in the secondary phase with appropriate reference to developments in primary schools.
ii) An Advisory Teacher is required to manage the CURRICULUM DEVELOPMENT OF PROBLEM SOLVING as it relates to MATHEMATICS EDUCATION and the principles and practices of active, enquiry-based learning across the curriculum. The ability to support mathematics within Science, Design and Technology courses is essential.
b) POSTS RELATED TO THE NATIONAL PILOT PROJECT ON RECORDS OF ACHIEVEMENT
Applications are invited from Leicestershire teachers on secondment for the period up to July 1989. Each post Main Scale + B Allce. or existing salary, whichever is the higher.
Advisory Teacher Maths G component.
Advisory Teacher Science G component.
The title of these posts indicates the general area in which each Advisory Teacher will be working but the intention is that each teacher will be a member of a team working within the Advisory Service. The work will include substantial involvement in In-Service education, support for schools working on aspects of OCEA and links with Leicestershire's LEA partners in OCEA. Knowledge and experience of working with OCEA is essential.
Applicants for all four posts should hold a current driving licence and have the use of a car for which travel expenses can be claimed.
Further details and application forms are available from the Teacher Personnel Section. It is intended that interviews will be held before the end of October 1987.
Closing date for applications: 30th October 1987.
(20737) 135648

Other than by Subject Classification

Main Scale Incentive B

HUMBERSIDE
HEAD OF LEARNING SUPPORT
Main Scale Incentive Allowance B
Required for January 1988 at Whitgift School, Crosland Road, Grimsby DN37 9EH, an experienced, enthusiastic and committed professional to lead, guide and advise colleagues in every aspect of learning support. You would be expected to work closely with the Deputy Head, who co-ordinates the Special Needs Provision in the school, offering advice, support and assistance to him on matters of curriculum content, resources and materials, school organisation and learning programmes. Other members of the senior management team will be seeking a similar response in their liaison and consultation work with feeder schools, education institutions, industry and commerce, the Arts organisations and the community in general.
Letters of application, a full CV, and the names and addresses of 2 referees should be sent to the Headteacher. Closing Date: 23.10.87.
Humberside County Council - working towards Equal Opportunities.
(20274) 135736

Main Scale

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
CITY OF LEICESTER SCHOOL
Downing Drive, Evington, Leicester
(11-18) NOR 1380
LEARNING ADVICE
SCALE M.P.G.
Required January 1988, a teacher of quality and experience to work as second in the Learning Advice Department. Some of the work will be within the First Year Base but the main responsibilities include withdrawal and small group work in Years 1-3. The post involves responsibility for the administration of records and the development of resources in the Learning Advice Base.
Please contact the Headteacher for further details and application forms (sae).
(20726) 135740

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
KING RICHARD III SCHOOL
Ellesmere Road, Leicester
(11-16) N.O.R. 526
INDUSTRIAL LIAISON
MAIN SCALE
Required January, teacher for Industrial Liaison and Work Experience.
Please contact the Headteacher for further details and application forms (s.a.e.).
(20905) 135740

WALSALL
METROPOLITAN BOROUGH COUNCIL
TEACHER OF R.E. AND PERSONAL AND SOCIAL EDUCATION
Main Scale
Required Easter, 1988. This post is the result of a promotion. Applicants will be expected to be involved in several diverse areas of the curriculum including:
(a) The teaching of R.E., possible to 'A' level.
(b) The teaching of Personal and Socail Education.
(c) The teaching of Mode 3 Community Studies.
(d) Participation in the schools Social Education Programme.
(e) The teaching of Integrated Humanities in years 1-2.
The department if well established and has excellent facilities and resources. R.C. and other subjects organised by the department, are popular option choices in the school and there are many links with the community.
Application forms and further details available on receipt of an S.A.E. from the Headteacher, Sneyd Community School, Vernon Way, off Sneyd Lane, Bloxwich, Walsall, West Midlands.
Closing date: 30th October, 1987.
Walsall is an Equal Opportunity Employer.
(16518) 135740

SHEFFIELD
CITY OF SHEFFIELD EDUCATION DEPARTMENT
NOTRE DAME SCHOOL
Fulwood Road, Sheffield S10 3BT
Tel: 0742 302536
Required from January 1988.
An experienced and enthusiastic Psychology graduate (main scale) to take responsibility for this area of the curriculum and to teach the subject to 'A' level.
This well established and successful department operates in the Sheffield Catholic Consortium.
Application forms and further details are available from the Headteacher at the school to whom they should be returned by Friday 23rd October 1987.
An Equal Opportunities Employer. (20691) 135740

V.S.O
Please see V.S.O. display ad. under Overseas Appointments. (19064) 135740

Advisory Posts

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
T.V.E.I. ADVISORY TEACHERS
See under T.V.E.I.
(20749) 135746

Peripatetic Posts

ESSEX
BUCKHURST HILL COUNTY HIGH SCHOOL
Roding Lane, Chigwell IG7 6BQ
Tel: 01-500 2738/6400
(Roll 552)
UNATTACHED TEACHER (SECONDARY) - MAIN SCALE
Required January 1988.
Full-time permanent post. Initially based at Buckhurst Hill County High School but successful applicant must be prepared to work at any school in the West Essex Area if required.
Application forms available from the Area Education Office, St. John's Road, Epping CM16 5EB on receipt of s.a.e. Tel: Epping 76441.
Closing date: 6th November 1987. (20959) 135748

Assistant Teachers

Required January 1988 at:-

1. CALUDON CASTLE MIXED COMPREHENSIVE SCHOOL, Axholme Road, CV2 5BD. Tel: 0203 444822 (1246 on roll)
Assistant Teacher of MODERN LANGUAGES to teach French and German. Main Scale.

2. FINHAM PARK MIXED COMPREHENSIVE SCHOOL, Green Lane, CV3 6EA. Tel: 0203 418135 (1231 on roll)
Assistant Teacher of PHYSICS to teach the subject up to and including 'A' level and Lower School General Science. Main Scale. This post could be filled by part-time teachers. This is a large custom built comprehensive school with a 6th form of 230 students. Further details on request from school.

3. WOODWAY PARK SCHOOL & COMMUNITY COLLEGE, Wigston Road, CV2 2RH. Tel: 0203 616155 (Social Priority School 652 on roll)
Assistant Teacher of MODERN LANGUAGES (French and Spanish) to take charge of Spanish teaching within the school in a lively and well resourced department in suited accommodation. Main Scale.

Apply by letter together with full curriculum vitae and names and addresses of two educational referees, one of whom should be present/last Head Teacher, to the Head at the School concerned within 7 days of appearance of advertisement. Enclose S.A.E. if acknowledgement required. Canvassing disqualifies.
We welcome applications from men and women regardless of disability, race or marital status.

City of Coventry

Application forms for the following appointments, except where otherwise stated, are obtainable from and returnable to the Head Teachers by the dates stated. A large stamped addressed envelope should be enclosed with all requests for application forms.

HEADTEACHERS
Primary

Barnstaple, High Bray Primary School, Brayford, Barnstaple, EX32 7QJ. (Roll 32)
Headteacher – Group 1 £15501
Required April 1988 for this small rural school. Application forms and further details are available from (large SAE required), Area Education Officer, Civic Centre, Barnstaple, EX31 1EG. Closing date 30 October 1987.

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DEPUTY HEADTEACHERS
Secondary

Newton Abbot, Knowles Hill School, Exeter Road, Newton Abbot, TQ12 2NF. (Roll 935)
Deputy Headteacher – Group 12 Management
Required January or April 1988 with Business Management skills and/or Accountancy background to strengthen the Senior Management Team for the financial responsibilities being devolved to schools. Ability to teach Business Studies would be important, also experience in business, industrial or industrial training. Closing date 30 October 1987.

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DEPUTY HEADTEACHERS
Primary

Newton Abbot Decoy Primary School, Deer Park Road, Newton Abbot, TQ12 1DH. (Roll 239)
Deputy Headteacher Group 5 Readvertisement
Required April 1988 teacher with wide Primary experience and proven classroom ability to assist in the overall management and organisation of the School. Candidates should outline their philosophy of Primary Education together with their interests and curriculum strenghts. Previous applicants who wish to be reconsidered should notify the Headteacher in writing. Closing date 31 October 1987.

Torquay, Torre C of E (A) Primary School, Barton Road, Torquay, TQ1 4DN. (Roll 186)
Deputy Headteacher Group 4 Readvertisement
Required April 1988. The person appointed will be an innovative and imaginative teacher committed to child centred learning who is able to assist the newly appointed Headteacher in the further development of this Modern Primary School. Committed Christian preferred. Previous applicants who wish to be reconsidered should notify the Headteacher in writing. Closing date 31 October 1987.

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MAIN SCALE
Primary

Burlescombe C of E Primary School, Burlescombe, Tiverton, EX16 7JH. (Roll 53)
Main Scale
Required January 1988 an enthusiastic specialist reception and middle infant teacher willing to engage in home/school liaison. An interest in shared reading would be an advantage. Closing date 30 October 1987.

Stockland C of E (VC) Primary School, Stockland, Honiton, EX14 9EF. (Roll 96)
Main Scale
Required April 1988 or earlier if possible a teacher for Upper Infants/Lower Juniors. Please state curriculum interests/strengths. Closing date 30 October 1987.

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(52353)

DEVON
An Equal Opportunities Employer

Sixth Form Colleges

Main Scale

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
LONG ROAD SIXTH FORM COLLEGE
Long Road, Cambridge CB2 2PX
TEACHER
(Main Professional Grade)
Required for January. Full or part time well qualified teacher, for 16+ Courses in Fashion and Textile including 'A' level. The post is temporary with a possibility of becoming permanent.
Application forms and further details available from the Principal (s.a.e. please) returnable immediately. (19054) 140040

RICHMOND UPON THAMES
THE LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
LECTURER I IN GEOGRAPHY & ECONOMICS
For further details please refer to Tertiary Section. (20652) 140040

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES
(An Equal Opportunity Employer)
LECTURER 1 IN PHYSICAL EDUCATION
For full details see Tertiary Section. (19580) 140040

Multicultural Education

Main Scale

BEDFORDSHIRE
EDUCATION SERVICE
WHITEFIELD INFANT SCHOOL
Stockholm Way, Luton, Beds. Tel: 399059
Required for January, 1988, an experienced teacher for bilingual children. Commitment to multi-cultural approach essential. Main Scale.
How to Apply: Application forms available and returnable to the Headmistress. SAE please.
Bedfordshire is an Equal Opportunities Employer. (22942) 150040

MERTON
LONDON BOROUGH OF MERTON
EDUCATION COMMITTEE
GARTH HIGH SCHOOL AND ALFRED MIZEN PRIMARY SCHOOL
TWO TEACHERS FOR ETHNIC MINORITY NEEDS
Scale 2, Inclusive of Inner London Weighting
Applications are invited from suitably qualified teachers for specifically designated posts created to address the needs of New Commonwealth pupils in accordance with the requirements of Section II of the Local Government Act 1966.
Teachers appointed from January 1988 or as soon as possible will play a key role in implementing the Local Authority's policies relating to equal opportunities and multi cultural education.
Application forms and further details from the Director of Education and Recreation, Tel: 01-545 3264.
Please indicate preference for the Primary or the High School post.
Closing date 30th October 1987.
Merton is an equal opportunities employer.
All applications will be considered on their merits. (22929) 150040

BURY
METROPOLITAN BOROUGH OF BURY
An Equal Opportunity Employer
EDUCATION DEPARTMENT
TEACHER (Main Scale)
Required for 1st January, 1988 or as soon as possible thereafter at the English Language Teaching Service, Pine Street North, Bury to join Bury's language support service to support the learning of bilingual pupils in Infant and Junior Schools.
The teacher will be expected to be flexible in approach and be able to work co-operatively with classroom teachers. Preferably the applicant will have experience of teaching in a multi-ethnic classroom. E.S.L. qualifications are desirable but not essential.
As the post may be peripatetic an ability to drive is essential. A casual car user allowance is available (subject to review).
Applications by letter including full curriculum vitae together with the names and addresses of two referees to the Director of Education, Education Offices, Market Street, Bury BL9 0BN from whom further details may be obtained by 28th October, 1987. (19033) 150040

OXFORDSHIRE
COUNTY COUNCIL
SS MARY & JOHN SCHOOL
Hertford Street, Oxford
Required for January 1988 a Bilingual teacher, of proven work and ability who has had experience in a related field. Ability to speak Urdu/Punjabi is essential and the candidate must show an understanding of the background culture and religion of the bilingual pupils in the school, the majority of whom are of Punjabi/Pakistani origins. A genuine interest in furthering Multi-Cultural Education in its broader aspects is essential.
Application forms & further details available from the Headteacher (SAE please) to be returned as soon as possible.
An Equal Opportunity Employer. (20206) 150040

OXFORDSHIRE
COUNTY COUNCIL
PERIPATETIC ESL SUPPORT TEACHER - FULL TIME
Required immediately a suitably qualified temporary (until August 1988) teacher to work with the English as a second language team in Oxfordshire. Personal experience of having worked with Cantonese, Asian or other ethnic minorities would be a strong recommendation. The post is funded under Section II and the appointee will work mainly with Middle and Upper School levels.
Further information and application forms are available from: The Advisory Centre for Multi-cultural Education, Union Street, Oxford OX4 1JP on receipt of stamped addressed envelope to be returned by Friday 30th October 1987.
An Equal Opportunity Employer. (20834) 150040

Special Education

Headships

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
HIGHFIELD SCHOOL
Cambridge Road, Ely, Cambs. CB7 4BW
HEAD TEACHER - (Group 3 (s)
Required from Easter.
Application form and details are available from the Senior Area Education Officer, Castle Court, Shire Hall, Cambridge CB3 0AP (s.a.e. please).
Closing date 28th October 1987. (19151) 160010

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
THE MILLGATE CENTRE
Scott Street, Leicester
GROUP 5 (S) PLUS RESIDENTIAL ALLOWANCE
Head required for January/April 1988 for this day residential school for secondary aged children with emotional and behavioural difficulties. The Millgate Centre is in the City of Leicester but has developed as a resources for the whole County, offering support to individual children and their families as well as mainstream schools - closing date 9th November 1987. Previous applicants will be considered.
Further details and application form(s) for the above post from the Director of Education, County Hall, Glenfield, Leicester LE3 8RF (SAE please). (20734) 160010

Deputy Headships (Inc. Second Masters/Mistresses)

DORSET
RE-ADVERTISEMENT
(Previous applicants will be re-considered without further application
MAIDEN CASTLE SCHOOL
Maiden Castle Road, Dorchester, Dorset DT1 2HH
DEPUTY HEADTEACHER required from 11th April 1988 at this Day Special School (Group 4s).
The school caters for children aged 2 to 11 whose special educational needs arise mainly from physical probmes. Applicants should have experience of the education of physically handicapped children within the primary age-range, and with a wide range of intellectual ability.
Application fromes and further details available from the Headteacher at the above address.
Closing date for applications is 31st October 1987. (20947) 160012

Main Scale Incentive E

HEREFORD AND WORCESTER
COUNTY COUNCIL
SPECIFIC LEARNING DIFFICULTIES TEAM
CO-ORDINATOR—
SPECIFIC LEARNING DIFFICULTIES TEAM
Main Scale + Incentive Allowance E
Applications are invited for the post of Co-ordinator of the County Specific Learning Difficulties team, which works in support of teachers, to help able pupils with specific learning problems. The team consists of fourteen teachers either full or part time.
Further details and application forms are available from Mrs. Jill Bottomer, S.L.D. Service, County Education Offices, Castle Street, Worcester, WR1 3AG (Please enclose a stamped addressed envelope.)(22968) 160030

Main Scale Incentive D

SOMERSET
COUNTY COUNCIL
DEVELOPMENT OFFICER SPECIAL EDUCATIONAL NEEDS, CONTINUING AND COMMUNITY EDUCATION
Please see display advertisement under the 'LEA Administration' section of Page XX. (19365) 160032

KNOWSLEY
LEARNING SUPPORT SERVICE
The above service has two vacancies for well qualified, experienced teacher to work predominantly with comprehensive schools on a peripatetic basis. Applicants should be prepared to work in an advisory/support role. To be appointed from 1 January 1988.
Further details and application forms are available (sae) from the Headteacher, KLSS, Teachers' Centre, Knowsley Lane, Huyton L36 8HW. To be returned by 30 October 1987. (19021) 160032

Main Scale Incentive C

BEDFORDSHIRE
EDUCATION SERVICE
HEAD OF ASSESSMENT UNIT
- Main Scale + C Allowance
FIVE SPRINGS SCHOOL FOR CHILDREN WITH MODERATE LEARNING DIFFICULTIES
Northwell Drive, Luton LU3 3SP
Required for January 1988. A Diploma in Special Needs Education or similar and experience essential.
Apply in writing to the school. SAE please.
Bedfordshire is an Equal Opportunities Employer. (22931) 160034

ESSEX
KINGSDOWN SCHOOL
Snakes Lane, Southend-on-Sea
Tel: 0702 527486
(Roll 115)
TEACHER - Incentive Allowance 'C'
A capable influential and authoritative teacher to join the school's senior management team.
Please send s.a.e. to school for further details. Applications returnable to Headmaster. (22918) 160034

WARWICKSHIRE
LEYLAND SPECIAL SCHOOL
Leyland Road, Nuneaton CV11 4RP
An experienced teacher is required from January 1988 to act as HEAD of Upper School (Incentive Allowance C) in this all age Special School for pupils with severe learning difficulties. A sound knowledge of the curriculum is required, applied with an imaginative approach and leadership qualities.
Letters of application with curriculum vitae and names and addresses of two referees to be sent to Mr Chris Lakey, Headteacher, at the school by 23rd October.
Warwickshire is an equal opportunities employer. (19388) 160034

Main Scale Incentive B

AVON COUNTY
KINGSDON MANOR SCHOOL
Kingsdon, Somerton, Somerset TA11 7JB
Required from 1st January 1988, two assistant teachers to work with adolescent boys with emotional and behavioural difficulties who have additional learning difficulties. Preference given to teachers of Art and Craft for one of the posts.
Incentive allowance B payable, plus additional duties allowance for 15 hours per week.
Letters of application to the Headteacher, giving full C.V., names of 2 referees and enclosing stamped addressed envelope.
Closing date: 2nd November 1987.
Avon as an Equal Opportunities Employer considers applicants on their suitability for the post regardless of sex, race, disability or sexual orientation. (20929) 160036

BEDFORDSHIRE
EDUCATION SERVICE
SUNNYSIDE SCHOOL FOR CHILDREN WITH SEVERE LEARNING DIFFICULTIES
The Baulk, Biggleswade SG18 0PT
Salary: Main Scale plus B allowance
Required for 1st January 1988 or earlier, to take responsibility for individual programmes for pupils with severe learning difficulties.
Intending applicants are invited to visit the school.
Apply in writing to the school SAE please.
Bedfordshire is an Equal Opportunities Employer. (22932) 160036

BERKSHIRE
THE AVENUE SCHOOL
Basingstoke Road, Reading RG2 0EN
Tel: Reading 871032
Required January 1988, a Main Scale (plus incentive allowance B) teacher in the department for Physically Handicapped children (7-10 years).
Application forms and further details are available from the Head.
Closing date: 30th October.
Berkshire has a scheme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (20682) 160036

BRADFORD
CITY OF BRADFORD METROPOLITAN COUNCIL
PRE-5 SCHOOL TEACHERS (SPECIAL EDUCATIONAL NEEDS)
Three full-time teachers required to work with Pre-5 children who may have special educational needs. The person appointed will contribute towards the indentification/assessment of the educational needs of children in a mainstream nursery setting and will be responsible for the provision of appropriate learning experience and programmes for these children.
The posts are attachd in the pre-5 educational support service based at Netherlands Avenue School. The post holders will spend 60% of each week working directly in a specified nursery and will be contracted to the pre-5 educational support service for the remainder of each week, including the promotion and support of special educational projects within the home eg Portage.
The successful candidate must have demonstrable successful teaching experience, evidence of INSET related to early years education and special educational needs, and particular knowledge concerning nursery education philosophy and practice and special needs education. Knowledge of ethnic minority groups, community groups and a commitment to equal opportunities are essential.
Each post is Main Professional Grade plus £1,002 pa.
The three mainstream nurseries to which the successful candidate will be attached are:
Canterbury Childrens Centre, Miriam Lord First School, Strong Close Nursery.
Further details and application forms may be obtained from the Directorate Personnel Office, 2nd Floor, Provincial House, Market Street, Bradford BD1 1NP where completed forms should be returned by 30 October 1987.
Reference BT114187/TRS.
Bradford is an equal opportunities employer and welcomes applications from candidates of any race, sex, age or disability who meet the job requirements. (20714) 160036

DERBYSHIRE
BLADON HOUSE SCHOOL
Newton S Olney, Burton on Trent, Staffs, DE15 0TA
Tel: 0283 63787
Required for January 1988 a teacher with experience in special needs. School caters for children with speech and language disorders and moderate learning difficulties. There is a multi-disciplinary approach involving teachers, speech therapists, and care workers. The teacher would be responsible for the co-ordination of curricula development with a particular responsibility for the development of life skills. He/she would also be expected to assist with staff assessment and training. Possibility of incentive C allowance for the right candidate.
Further details available from the school. Interviews week beginning 26th October. (20923) 160036

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
PRE-SCHOOL PERIPATETIC SERVICE FOR CHILDREN WITH SPECIAL EDUCATIONAL NEEDS
Required as soon as possible TEACHER (Main Professional Grade, plus incentive allowance 'B') to work in this developing service for pre-school children with special educational needs. Candidates should have experience with young children with special needs; car driver is essential.
For further details Tel: Dudley 55433, Ext. 4300.
Application forms from and returnable to Chief Education, Westox House, 1 Trinity Road, Dudley DY1 1JB (Ref. 03/St/NT) by 26th October. (19349) 160036

DUDLEY
METROPOLITAN BOROUGH
Equal Opportunities Employer
SERVICE FOR HEARING IMPAIRED CHILDREN
Qualified TEACHER of the DEAF required to join the above service from January, 1988, initially at the Unit at Ashwood Park Primary School, Wordsley. (Main Grade plus B). Some knowledge and experience of Total Communication Methods essential.
For further details Tel: Brierley Hill 71294.
Application forms and job description from Chief Education Officer, Westox House, 1 Trinity Road, Dudley, DY1 1JB returnable by 26th October. (15292) 160036

HAMPSHIRE
SOUTH EAST HANTS AREA
RACHEL MADOCKS SCHOOL
Paik Road, Bedhampton, Havant, Hants.
Tel: Havant 484504
Apply Headteacher: Mr P. Clarke
Required January 1988, qualified, experienced teacher to be based with a small group of students aged 16-19 years with severe learning difficulties at a new Further Education Unit. The Unit will offer a practical social/life skills curriculum where full use will be made of community facilities. Salary: Main Scale + B (£1,002).
Closing date: 23rd October 1987.
Please apply to Headteacher, enclosing s.a.e. for further details and application form.
Applications are particularly welcome from people with disabilities. We pursue a policy of equality of opportunity. (20814) 160036

HAMPSHIRE
WOLVERDENE SPECIAL SCHOOL
Love Lane, Andover SP10 2AF
Required for January 1988 permanent teacher. Basic Scale + B Allowance.
Wolverdene is a structured environment catering for the needs of pupils who have emotional and behavioural difficulties.
The requirement is for a teacher to take responsibility for a group of approximately eight (8) pupils aged 14/16 years who follow a B TEC City & Guilds Pre-Vocational Course and some GCSE work.
Application forms and further information from the Head Teacher s.a.e. please. (22911) 160036

WELBECK COLLEGE

Mathematics Master/Mistress

Welbeck College, near Worksop in Nottinghamshire, is the Army's prestigious sixth-form science college where 160 boarding students follow a two year 'A' level course in preparation for Sandhurst, university and a commission into one of the Army's technical corps.

Every student at Welbeck studies mathematics to 'A' level, a high proportion studying pure and applied mathematics as separate subjects. The successful candidate for the vacancy which has arisen in the Mathematics Department of the College, will have a substantial share of 'double maths'.

The Ministry of Defence invites applications from men and women holding an honours degree, preferably with a recognised teaching certificate and/or relevant teaching experience in addition. Experience of computers is desirable. All teachers are required to help with extra-curricular activities and preference will be given to those prospective candidates who offer definite contributions to games or the Combined Cadet Force. Salary will be in accordance with the Main scale for teachers as published in the School Teachers Pay and Conditions Document, plus a pensionable Boarding School Allowance, currently £2,617 per annum (under review).

Relocation expenses up to £6,000 may also be paid.

Further information together with application forms may be obtained by WRITING ONLY PLEASE to MOD CM(S) 1d2c, Room 8103, St Christopher House, Southwark Street, London SE1 0TD, to where they must be returned by 13th November 1987 quoting ref AW 1719.

Those who wish to discuss the work of the College and this post in particular may do so by telephoning the Principal (0909 476326).

THE CIVIL SERVICE IS AN EQUAL OPPORTUNITIES EMPLOYER.

52414

MINISTRY OF DEFENCE

MULTICULTURAL EDUCATION CENTRE

TEACHER FULL TIME

Required from 1st January 1988 full time teacher (Main Grade + 'B' Allowance).

A class teacher, either primary or secondary with proven experience and expertise in ONE or more of the following areas:

1. Curriculum development in the field of Afro-Caribbean Studies and/or literature.
2. INSET in antiracist education particularly in respect to issues of concern to, and from the perspective of Afro-Caribbean Communities.
3. Language development in general, and dialect issues in particular, as they pertain to pupils from the Afro-Caribbean Community.
4. Home/School Liaison work and/or counselling with pupils of the Afro-Caribbean Community.
5. Strategies to overcome the underachievement/school failure of pupils from Afro-Caribbean Communities.

Applications by letter, with details of two referees and curriculum vitae by Monday the 9th November 1987 to:

Mrs Raj Kochar (Acting Head), The Multicultural Education Centre, Bishop Road, Bishopston, Bristol, BS7 8LS.

The M.E.C. is being restructured and the successful candidate should expect that duties may be varied by this process.

County of Avon Education Service

(62376)

Avon as an Equal Opportunities employer considers applicants on their suitability for the post, regardless of sex, race, disability or sexual orientation.

Avon COUNTY COUNCIL

MENCAP

ROYAL SOCIETY FOR MENTALLY HANDICAPPED CHILDREN & ADULTS

requires

PRINCIPAL

Pengwern Hall (Rhuddlan, Nr Rhyl)

Pengwern Hall is one of MENCAP's residential training units providing post-school education and training for up to 100 young peole with severe learning difficulties. A new Principal is required as soon as possible to head this innovative project.

Salary and conditions of service will be commensurate with the responsibilities of this post.

A car will be provided, and accommodation will be available on a temporary basis.

For details and an application form, please send a 9x4 s.a.e. to:

The Personnel Department
MENCAP National Centre
123 Golden Lane
London EC1Y 0RT

Closing date for completed applications: 26th October 1987.

SPECIAL EDUCATION
continued

HERTFORDSHIRE
HANGERS WOOD SCHOOL
Gosforth Lane, South Oxhey, Watford
Tel: 01-428 2847
Hangers Wood is an all aged special school for pupils whose special needs are associated with physical disability. Plans are currently being drawn up for a major change in the present provision, which will entail both re-location and an innovative form of re-organisation of the school.
Required January or soon-er if possible, TEACHER Main Scale + Incentive Allowance B(£1,002) + London fringe allowance £309, to work principally in the secondary department of the school. Applicants should be prepared to state areas of specific interest or experience in the light of the further information which will be sent on request. Applications should be particularly welcomed from teachers who have (i) interest and/or experience in the application of microtechnology to pupils with special needs and/or (ii) experience of work with pupils with special needs within the context of a mainstream school.
Further information and application forms available from the Headteacher (s.a.e. please). Informal visits prior to application may be made by appointment. (19370) 160036

KENT
Head of Geography required at Bed Hill School, a non-maintained Special School catering for 45 emotionally disturbed boys of high intelligence. Considerable experience with GCSE and A-level courses is essential. Applicants must be able to respond constructively to the needs of deprived and demanding pupils. Teachers participate in extraneous duties for which appropriate payment is made. This may be a residential post.
Details from Headmaster, Bed Hill School, East Sutton, Maidstone, Kent ME17 3DQ. (0622 843104). (10845) 160036

KNOWSLEY
ADVISORY/SUPPORT TEACHERS OF THE HEARING IMPARIED
Required as soon as possible. Applicants for this developing service must be qualified teachers of the deaf and preferably have some mainstream experience. Teachers will be appointed to the Main Scale + B allowance. Work will be with hearing impaired children across the age range 0-19 years and with all degrees of hearing loss and will include intensive support to severely/profoundly deaf children in their neighbourhood schools.
Applicants should hold a current driving licence and a car allowance is payable.
Application forms and further details (sae) are available from the Director of Education, Huyton Hey Road, Huyton, Merseyside L36 5YH to whom they should be returned by 30 October 1987. (19028) 160036

LANCASHIRE
COUNTY COUNCIL
An Equal Opportunities Employer welcoming applications from all sections of the community
GARTH HOUSE ASSESSMENT CENTRE
Preston
GENERAL SUBJECTS TO ALL AGES
Salary: MAIN SCALE + INCENTIVE ALLOWANCE B
Required 1st January, 1988.
Special Qualifications/Experience desirable. Ability to play piano an advantage.
For application forms and addresses to whom completed forms should be sent, send SAE (foolscap) to the Chief Education Officer, PO Box 61, County Hall, Preston PR1 8RJ.
Closing date: 29th October, 1987. (20201) 160036

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ASH FIELD SCHOOL
Wood Avenue, Leicester LE5 4PY
NOR 100
SCALE MPG + B ALLOWANCE
Required January/April 1988 an enthusiastic infant school teacher for physically disabled children who are within the normal intelligence range.
Recent experience in infant mainstream and physically disabled young people is desirable but not essential.
Please contact the Headteacher for further details and application forms (sae). (19133) 160036

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
MANOR BROOKE SPECIAL SCHOOL
Carisbrooke Gardens, Leicester
NOR 48
SCALE MPG + 'B' Allowance
Required January 1988 an assistant teacher for this day special school catering for children aged 7-16 with emotional and behavioural problems. Working mainly with a team of teachers and group of young school leavers on TVEI and outside activities.
Please contact the Headteacher for further details and application forms (sae). 160036

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
ASHMOUNT SCHOOL
Ashmount, Beacon Road, Loughborough
NOR 70
MAIN SCALE + B ALLOWANCE
Experienced teacher required for January 1988 to take responsibility for class of 10 students with profound or multiple disabilities, also responsible for a multi-disciplinary team. Some lifting will be involved, riding for the disabled, hydrotherapy and residential are an integral part of the school curriculum. Closing date 14 days after the appearance of this advertisement.
Please contact the Headteacher for further details and application forms (sae). (20008) 160036

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HIGH LEAS SPECIAL SCHOOL
Keyham Lane, Leicester
NOR 115
Main Scale + B allowance
A second language and home/school liaison teacher is required January 1988 in this day school for moderate learning difficulties. This post is one of two posts at the school, funded under Section II. It is essential that applicants are fluent in at least one Asian language.
Please contact the Headteacher for further details and application forms (sae). (19036) 160036

NORFOLK
COUNTY COUNCIL
EDUCATION DEPARTMENT
THE HALL SCHOOL
St Faiths Road, Old Catton, Norwich
Experienced Teacher, Basic Scale plus Incentive Allowance B required for January 1988 at this Day School for pupils having a wide range of Special Educational Needs.
Application forms and further details available on receipt of a foolscap S.A.E. from the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL. Closing date - 30th October 1987. (16519) 160036

SHROPSHIRE
BIRCHBANK SPECIAL SCHOOL
Stirchley District Centre, Telford, Shropshire TF3 1UP
Tel: Telford 591881
Required for January 1988, or as soon as possible. Permanent Full-time Teacher (Main Scale plus Incentive Allowance B) to work within the school's Further Education department, pupils 16-19 years. An interest in P.E./Movement activities an advantage.
Application forms and details from the Head by telephone or letter as soon as possible. (20837) 160036

SUFFOLK
COUNTY COUNCIL
RUSHMERE HALL COUNTY PRIMARY SCHOOL
Lanark Road, Ipswich IP4 3EJ
5-11, roll 300
Required January or Easter 1988, TEACHER MAIN SCALE and B allowance, for the LANGUAGE UNIT at the school. A teacher with good infant experience and knowledge of Language Development is sought. It would be an advantage to have experience and/or qualifications in working with children with language impairment.
Please apply immediately by letter with curriculum vitae and the names, addresses and telephone number of two referees enclosing SAE for details. (22966) 160036

SURREY
COUNTY COUNCIL
WISHMORE CROSS SCHOOL
Alpha Road, Chobham, Surrey GU24 8NE
Tel: Chobham 57585
NOR 63 Boys aged 10-16 years
Main Scale £7,599 - £13,299
Plus Incentive Allowance Rate B (£1002) per annum
Two Teachers required from January 1988 or as soon as possible, for this residential Special School for able pupils with emotional behavioural and social difficulties. The successful candidates will join a team offering courses ranging from Middle school to GCSE level. The ability to offer one or more of the following subjects would be an advantage - MATHS/PE/SCIENCE/ENGLISH/DRAMA.
Sound teaching skills and a commitment to the school's therapeutic approach are essential. Lack of experience in the field should not deter applicants who belive they have the necessary skills and commitment.
Additional Duties Allowance £2,929 per annum and sleeping in duties allowance £11.72 per night.
One of the posts is residential and accommodation at a charge is provided for the better performance of duties.
Application forms from the Headteacher. (20600) 160036

WARWICKSHIRE
LAMBERT SPECIAL SCHOOL
Blue Cap Road, Stratford-upon-Avon CV37 6TQ
Required from January 1988 an enthusiastic teacher to work at this school for SLD pupils to continue and expand work on the Integration Programme. Initiative, self-motivation and the ability to work with both professionals and children in mainstream and special education are essential.
Application form and further details available from the Head at the school. (19386) 160036

WARWICKSHIRE
LEYLAND SPECIAL SCHOOL
Leyland Road, Nuneaton CV11 4RP
An experienced teacher is required from January 1988 to act as HEAD of this Middle School (Incentive Allowance B) in this all age special school for pupils with severe learning difficulties. A commitment to integration of Senior pupils is required, plus a good sound knowledge of the core curriculum. The successful applicant would become part of an enthusiastic and forward looking management team.
Letters of application with curriculum vitae and names and addresses of two referees to be sent to Mr Chris Lakey, Headteacher, at the school by 23rd October.
Warwickshire is an equal opportunities employer. (19387) 160036

Main Scale

BARKING AND DAGENHAM
LONDON BOROUGH OF BARKING AND DAGENHAM
SERVICE FOR HEARING IMPAIRED CHILDREN
A qualified and experienced teacher of the hearing impaired is required for January 1988 or earlier if possible to replace a peripatetic teacher of long standing in the Borough. An additional qualification in audiology is desirable but not essential.
Scale 2 or 3 (or equivalents) according to qualifications and experience plus £1,215 per annum Inner London Allowance.
Reimbursement of removal expenses in approved cases.
The successful applicant will join a committed team in a growing service for the hearing impaired. The post will involve support and teaching of pupils in mainstream schools as well as some hearing assessment. A commitment to the philosophy of meaningful integration and knowledge of current trends in mainstream curricula at primary and/or secondary level are essential. A flexible approach, if not experience with both primary and secondary children, would be desirable.
Application forms and further details available from the Chief Education Officer (s.a.e.), Town Hall, Barking, Essex. Closing date 2nd October, 1987.
An equal opportunity employer. (19663) 160040

BEXLEY
LONDON BOROUGH SCHOOLS SUPPORT SERVICE
Experienced teachers are required to join a team of teachers working in mainstream schools on a sessional basis with children with learning difficulties. An ability to undertake such work in both Primary and Secondary Schools would be preferred, together with a willingness to travel within the borough. Some part time work is available this term; otherwise appointments will be from January 1988, Main Scale.
Further details and application form available from Chief Education Officer for Schools, (T.6), Town Hall, Crayford, Kent DA1 4EN. (19658) 160040

BERKSHIRE
MEADOW VALE JUNIOR SCHOOL
Moordale Avenue, Bracknell
NOR: 147
Required January 1988, a teacher in charge of the Educational Programme of statemented children in a resourced Junior School catering for the needs of children with a wide range of hearing loss (main scale plus appropriate allowance for a teacher of the Hearing Impaired.
The successful applicant would be responsible for the over all organisation of the resource the integration of pupils within the school, liaison with staff, parents and other professionals.
Applicants must be qualified teacher of the Hearing Impaired. Visits to the school are welcome by prior arrangement.
For further details and application form please contact the Headteacher (Bracknell 421043).
Closing date: 30th October.
Berkshire has a secme of reimbursement of lodging and removal expenses.
An Equal Opportunity Employer. (20686) 160040

BUCKINGHAMSHIRE
WYE VALLEY COUNTY SECONDARY SCHOOL
Spring Lane, Flackwell Heath, High Wycombe HP10 9HD
Headteacher: Dr. D.C. Parkin
Required for January 1988, a teacher to join the well established Specific Learning Difficulties Department, for statemented pupils within a mainstream school. A science or mathematics background would be an advantage. This is a re-advertisement and previous applicants will automatically be reconsidered.
Letters of application together with current c.v. should be sent to the Headmaster. Closing date 26th October, 1987. (20977) 160040

CHESHIRE
EDUCATION COMMITTEE
HALTON DISTRICT
WESTFIELD COUNTY JUNIOR SCHOOL
Clayton Crescent, Runcorn, Cheshire WA7 4TR
Tel: Runcorn 72343
Required for January 1st 1988, SCALE 1 SSA OF THE DEAF.
The person appointed should be willing to participate in the integration of pupils, working as a member of a team with Unit Staff and main school teachers and should be interested in the development of each individual child. Applicants should have had appropriate training as teachers of the deaf.
Application forms obtainable from and returnable to District Education Office, Grosvenor House, Shopping City, Runcorn. Tel: Runcorn 704381.
Closing date 23rd October 1987. (19160) 160040

CHESHIRE
EDUCATION COMMITTEE
EDUCATION DEPARTMENT
Grosvenor House, Shopping City, Runcorn
GREENFIELD SCHOOL
Cawfield Avenue, Widnes, Cheshire WA8 7HG
Tel: 051-424 4892
SCALE 1 SSA
Required for January 1988, enthusiastic and adaptable and able to work with pupils with moderate learning difficulties age 7-18 years.
Please state curriculum strengths. An enthusiasm for practical environmental science an advantage.
Application forms available from and returnable to District Education Office, Grosvenor House, Shopping City, Runcorn, Cheshire. Tel: Runcorn 704381. (19170) 160040

DERBYSHIRE
COUNTY COUNCIL
Please see composite advert under secondary. (20723) 160040

DORSET
LONGSPEE SPECIAL SCHOOL
Learoyd Road, Canford Hill, Poole
(Age range 3-11)
Required January or Easter 1988. Teacher (Main Scale) Nursery/Infant age range. School for maladjusted children.
Application forms and further details from the Headmaster on receipt of s.a.e. (20952) 160040

EAST SUSSEX
LEARNING SUPPORT SERVICE
(Central Area)
River House, Bell Lane, Uckfield TN22 1AE
From January or Easter 1988: Peripatetic Learning Support Teacher (Main Scale) to work with children with specific learning difficulties (mainly literacy) in Primary and Secondary Schools and to support their schools teachers. Should have experience of teaching such children. Relevant additional qualifications an advantage.
Relocation grants in approved cases.
Application forms (sae please) from the County Education Officer, PO Box 4, County Hall, St Anne's Crescent, Lewes BN7 1SG. Returnable to the Area Co-ordinating Teacher at River House by 30th October 1987. (20818) 160040

EAST SUSSEX
TEACHER required January 1988. Must be young, keen and energetic to take charge of small group (about 8) of juniors in independent residential school for maladjusted children.
Non-residential post. Burnham scale. Special Schools allowance and extraneous duties allowance. Informal atomsphere in lovely country surroundings.
Apply in writing to Mr J. Ashley, Conyboro School, Cooksbridge, Lewes, East Sussex. (20227) 160040

ESSEX
KNIGHTSMEAD SCHOOL (SLD)
Fortin Close, South Ockendon RM15 5NH
Tel: South Ockendon 852956
(Roll: 56)
TEACHER - Main Scale
(Possibility of Incentive Allowance) £309 f.e. Special School Allowance
Required January 1988. Enthusiastic imaginative teacher with initiative to also undertake some organisational and administrative duties at this all age school.
Relocation expenses of c.£4,000 payable in approved cases.
For further details, application forms and job description, please send s.a.e. to Mr. J. P. Misra, Headmaster, at the school. Completed forms to be returned by 26th October 1987.

WOODLANDS SCHOOL (SLD)
Patching Hall Lane, Chelmsford CM1 4BX
Tel: Chelmsford 355854
(Roll: 122)
TWO TEACHERS - MAIN SCALE
Required January 1988
(i) Teacher for Further Education Unit (16-19 year olds) interest in outdoor pursuits and extra curriculum activities.
(ii) Teacher for Special Care Class for 8 pupils in age range 5-9 years.
Please telephone the Headteacher at the school for further details and application form. (22926) 160040

HAVERING
LONDON BOROUGH OF HAVERING
CORBETS TEY SCHOOL
Harwood Hall Lane, Upminster RM14 2YQ
School for Children with Moderate Learning Difficulties (Roll 110)
Tel: Upminster 25888
Headteacher: A.J. Endes, B. Phil.
Required for January 1988, temporary teacher, main scale, to work across the age range junior/secondary to cover a maternity leave of absence. An interest in Art would be helpful.
Application forms are available (sae please) from the Director of Educational Services, (Ref: Staffing/DHT) Mecury House, Mercury Gardens, Romford RM1 3DR.
Closing date: 30th October 1987. (19375) 160040

SHROPSHIRE
ABRAHAM DARBY SCHOOL
Hill Top, Madeley, Telford
Required for January 1988 a teacher for learning support in a large and experienced department. M.L.D. Unit integrated in the school, temporary for two terms in the first instance. Main Scale plus social priority allowance.
Forms and details from the Head (S.A.E.). (19846) 160040

V.S.O
Please see V.S.O. display ad, under Overseas Appointments. (19067) 160040

Peripatetic Posts

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
SERVICE FOR HEARING IMPARIED CHILDREN
PERIPATETIC TEACHER OF HEARING IMPAIRED CHILDREN
SCALE M.S.
Required January 1988. Qualified teacher of the hearing impaired to undertake regular teaching support to hearing imparied children attending ordinary local schools. A natural aural approach to language and communication development is used.
This post is suitable for teachers without previous experience of peripatetic work. Good in-service training and support services are available. The provision of a vechicle is necessary.
Further details and application forms from Mr D.R. Harrison, Service for Hearing Impaired Children, County Hall, Glenfield, Leics, LE3 8RF. (20731) 131048

Independent Senior Schools

Headships

ESSEX
BRENTWOOD SCHOOL
(HMC)
Required for January, 1988 (or as soon as possible thereafter), GRADUATE to be HEAD OF THE NEW 11-16 GIRLS' SECTION, starting with 25 girls in September, 1988, and expanding annually to a maximum of C. 250 girls (The Vith form will continue to be co-educational).
The post provides a challenging opportunity for an experienced teacher with proven management skills.
Applications, together with curriculum vitae and the names and addresses of two referees, as soon as possible, to the Headmaster, Brentwood School, Brentwood, Essex CM15 8AS. (20587) 180010

HONG KONG
Vacancy for Principal of Island School, Hong Kong.
See 'Overseas Posts Section'. (20706) 180010

Remedial and Special Needs Teaching Posts

Other Assistants

LONDON NW11
MENORAH GRAMMAR SCHOOL FOR BOYS
Beverley Gardens, London NW11 9DG
Requries from January 1988, a teacher of Special Needs able to work effectively in class groups, withdrawal and support groups with pupils who have learning difficulties.
Apply in writing with C.V. and two refrees. (19532) 181024

BOROUGH OF South Tyneside

South Tyneside is an Equal Opportunities Employer and applicants are considered only on the basis of suitability for the job.

Education Department

Teacher – Hearing Impaired Service

(Main professional Grade and Scale B allowance)

The post is based at the newly-extended Infants' Hearing Impaired Unit at Simonside J.M.I. School, in which there is also a Junior Hearing Impaired Unit.

Total Communication method is used and the Unit is well equipped with 'phonic' ears and other auditory equipment.

Applicants must have the advanced diploma for teaching of the deaf, and a Scale B Allowance is payable to those who are appropriately qualified and experienced.

Informal enquiries may be made to Mr. F. Baron, Senior Teacher of the Deaf, Tel (091) 4540431.

Application forms from the Chief Personnel and Management Services Officer, Westoe Hall, Westoe Village, South Shields (Tel (091) 4554968).

Closing date 30.10.87.

(62342)

CRANBROOK SCHOOL
KENT

A co-educational Upper School of 300 boarders and 420 day children, including a Sixth Form of 300.

The school was founded in 1520 and is now Voluntary Aided.

Applications are invited for the appointment of

Head

which becomes vacant on 1st September 1988

Full details and application form may be obtained from
The Clerk to the Governors,
Cranbrook School, Cranbrook, Kent, TN17 3JD
Tel: 0580 713334/712554

Closing date for applications 6th November 1987

INDEPENDENT EDUCATION
continued

SUFFOLK
Additional full time, non resident qualified teacher required in April to teach children with specific learning difficulties (dyslexia) in small independent specialist boarding school in East Anglia.
Willingness to participate in extra curricular and supervisory duties essential.
Ability to teach Art and/or General Subjects an advantage.
Apply with names of two referees to: The Headmaster, Old Rectory School, Brettenham, Ipswich, Suffolk IP7 7QR. (26266) 160040

By Subject Classification

Art and Design

Heads of Department

LIVERPOOL
MERCHANT TAYLORS' SCHOOL
Crosby, Liverpool L23 0QP
(Independent Boys' Day School: H.M.C.)
DIRECTOR OF ART
A Director of Art is required for September 1988. Applications are sought from suitably qualified and experienced graduates to lead a successful and thriving department and to teach Art at all levels. Willingness to play a full part in the extra-curricular life of the School would be expected.
Applications in writing, enclosing curriculum vitae and names and addresses of two referees, should be made to the Headmaster as soon as possible. (19892) 181218

LONDON W6
LATYMER UPPER SCHOOL
King Street, London W6 9LR
Independent, HMC, 1000 boys
Required for January, or as soon as possible. A qualified and experienced Teacher to be HEAD OF THE ART DEPARTMENT. Salary - Baker, plus the Head of Department allowance.
Applications should be addressed to the Headmaster at the School, from whom further details may be obtained. (20515) 181218

SALISBURY
CHAFYN GROVE SCHOOL
Salisbury SP1 1LR
(230 children 4-13)
HEAD OF ART/C.D.T. for Autumn 1988
The successful candidate should have experience in using a wide variety of materials and eager to accept the challenge of helping to plan and run a new department.
Apply in writing together with full c.v. and details of 3 referees to the Headmaster. (20841) 181218

Classics

Heads of Department

LONDON SE21
ALLEYN'S COLLEGE OF GOD'S GIFT
Dulwich College, London SE21 7LD
Required for September 1988, A HEAD OF CLASSICS to lead a department of five graduates.
Latin is taught throughout the school from the First Forms, Greek is started at 13 and these subjects, together with Ancient History, are taught in the Sixth Form. Every year a number of pupils enter university, particularly Oxford, to read Classics.
Dulwich has its own salary scales which are above Baker and include the Inner London Allowance. Accommodation, or assistance with accommodation, may be available.
Applications should be made by letter to the Master by 6 November, enclosing curriculum vitae and the names, addresses and telephone numbers of two referees. Further particulars are available on request. (20703) 181618

Other Assistants

DORSET

Wanted from 1st November a graduate to teach a full timetable of Latin and Classical Civilisation (and Greek if possible) until the end of this term to cover for illness.

Apply in writing with C.V. and names and addresses of two referees to the Headmistress, Sherbourne School for Girls, Dorset. (19489) 181624

Computer Studies

Other Assistants

BIRKENHEAD
BIRKENHEAD HIGH SCHOOL, G.P.D.S.T.
86 Devonshire Place, Birkenhead L43 1TY
Required for January, 1988:- Well qualified TEACHER of COMPUTER STUDIES/INFORMATION TECHNOLOGY, Main Scale.
The school has an 8 station 480Z network (Winchester disc), 380Z, 2 Nimbus and some B.B.C. machines. This is a permanent full-time post but applications for a part-time or temporary post will be considered.
Please apply direct to the Head Mistress with details of qualifications and experience and names and addresses of two referees. (16593) 182024

GLOUCESTERSHIRE
HATHEROP CASTLE SCHOOL
Cirencester, Glos GL7 3NB
Independent Boarding - 100 girls aged 11-18
Required as soon as possible a TEACHER OF COMPUTING/MATHEMATICS. Willingness to help with extra-curricular activity would be an advantage. Small classes. Accommodation available.
Apply with c.v. and names of two referees to the Headmaster. (19116) 182024

SOMERSET
THE PARK SCHOOL
Yeovil
Independent Day/Boarding School
200 on Roll (mixed Juniors, Girls Seniors)
Required for January. Graduate teacher for Computer Studies and Mathematics to G.C.S.E. level, throughout the 11-16 age group.
The school has a Christian background and the candidate sought will be in sympathy with this.
Accommodation available if required.
Candidates should apply by letter with C.V. to The Headmistress, The Park School, Yeovil, Somerset BA20 1DH. (20221) 182024

Craft, Design & Technology

Heads of Department

ESSEX

FELSTED SCHOOL

HEAD OF C.D.T.

An experienced, well qualified, and enthusiastic teacher is required as Head of C.D.T. from September 1988. This department is well equipped, flourishing and having additional space built at present. An interest in extra curricular activity is essential.

Accommodation usually available. Felsted Salary Scale, with responsibility allowance.

Further details are available from, and applications, together with a full curriculum vitae and the names and addresses of two referees should be sent to, The Headmaster, Felsted School, Dunmow, Essex CM6 3LL. (20226) 182118

Economics & Business Studies

Other Assistants

BRIGHTON

ROEDEAN SCHOOL
Brighton BN2 5RQ

Required in January a qualified graduate to teach part-time (¼ timetable) 'A' Level Economics.

Applications, in writing to the Headmistress, should include a full curriculum vitae and names, addresses and telephone numbers of two referees. (20612) 182224

ESSEX
BRENTWOOD SCHOOL (HMC)
Required for January, 1988: Two part-time teachers, one to teach 'A' level Business Studies (Cambridge Business Studies Project) and one to teach 'A' level Economics. One full-time teacher would also be considered.
Further details available from the Headmaster; applications, together with the names and addresses of two referees, and a curriculum vitae. Brentwood School, Brentwood, Essex CM15 8AS. (20586) 182224

WORCESTERSHIRE
Required for January, or earlier if possible, a Teacher of Accountanting to 'O' and 'A' Level standard.
Apply with c.v. and names and addresses of two referees to The Headmaster, Abbey International College, Malvern Wells, Worcestershire. (21745) 182224

English

Heads of Department

KENT

SEVENOAKS SCHOOL

An HMC co-educational Boarding and Day school with 900 pupils (including a Sixth Form of 400)

Requires for September 1988 a young man or woman graduate teacher of

ENGLISH

to lead and co-ordinate the work of a large, enthusiastic department which has a long record of devising and developing its own teaching materials and examination syllabuses. Salary significantly above Baker, and housing available.

Further details may be obtained from the Headmaster, Sevenoaks School, Sevenoaks, Kent TN13 1HU (0732-455133).

Applications should be accompanied by full cv and names, addresses and telephone numbers of three referees. (16527) 182418

EAST SUSSEX
ST. BEDE'S SCHOOL
(The Dicker), Hailsham, East Sussex BN27 3QH
An expanding and creatively vital co-educational boarding/day school
Current roll 350 - 90 in Sixth Form
We require for APRIL 1988 a teacher of ENGLISH to G.C.S.E. and 'A' level.
The successful applicant might well be seeking a challenging second appointment and would occupy a central roll in a vigorous department; a significant amount of 'A' level teaching would be required. He/She would be expected to contribute to the exceptionally varied extra-curricular programme and be in sympathy with the demands of boarding school life.
The position could be residential.
Please apply, in writing, with full c.v. giving the names, addresses and telephone numbers of two referees to The Headmaster. (15290) 182424

Other Assistants

FIFE

ST. LEONARDS SCHOOL
St. Andrews

Required in January 1988, an Honours Graduate to teach English throughout the School, preferably with an interest in producing drama.

Applications, together with a full curriculum vitae and the names, addresses and telephone numbers of two referees, should be sent to the Headmistress, St. Leonards School, St. Andrews, Fife KY16 9QU by 30th October, 1987. (15291) 182424

KENT
HOLY TRINITY CONVENT
Independent Day School 380 girls
Required in January 1988 full or part-time teacher of English to GCSE level, initially for two terms.
'Baker' salary scale.
Applications with curriculum vitae and names and addresses of two referees as soon as possible to: The Headmistress, Holy Trinity Convent School, 81 Plaistow Lane, Bromley BR1 3LL. (20821) 182424

MORAY
GORDONSTOUN SCHOOL
(Co-educational boarding: 180 girls 290 boys)
ENGLISH DEPARTMENT
A well qualified graduate in ENGLISH is required for September, 1988 to teach throughout the school. An interest in or experience of producing plays will be an advantage, as will a general willingness to contribute to extra-curricular activities. Gordonstoun salary scale; education for staff children at Aberlour House (Gordonstoun prep school) at Gordonstoun at greatly reduced rates; possibility of accommodation.
Applications, plus the names, addresses and telephone numbers of two referees, to the Headmaster, Gordonstoun School, Elgin, Moray IV30 2RF, from whom full details are available. (Tel: 0343 830 445). (20220) 182424

ST. BEDE'S SCHOOL (THE DICKER),
Hailsham,
East Sussex,
BN27 3QH
Telephone: 0323 843252

DEPUTY HEADSHIP

Applications are invited for this post which becomes vacant in APRIL 1988 as a result of the appointment of the present holder to a Headship.

St. Bede's is an expanding co-educational boarding and day school: current roll 350 – entry at 13+ – Sixth Form of 90.

Applicants should be holders of posts of major responsibility within their present schools. They should be familiar with the life of a boarding school and in sympathy with the demands of such a school. The successful applicant could well be in the age range 30 - 40. A partial time-table is taught but applicants in any subject area will be considered equally favourably.

Please apply, in writing, with full c.v. giving the names, addresses and telephone numbers of two referees, to The Headmaster.

(52332)

MERCHANT TAYLORS' SCHOOL
NORTHWOOD, MIDDLESEX, HA6 2HT.
Tel: Northwood 21850

DEPUTY HEAD

(ON RETIREMENT OF SECOND MASTER)

For further details please contact the Headmaster to whom applications may also be made together with C.V. and names and addresses of 2 referees.

Merchant Taylors' School is a Christian foundation that has always by statute "admitted pupils of all nations and countries".

(52348)

King's School
Rochester

DEPUTY HEAD

On the appointment of the present Deputy Head to the Headship of Birkenhead School, applications are invited for the above post in this HMC Day and Boarding School of 600 (8-18: VIth Form Girls).

The post becomes vacant in September, 1988.

Further details can be obtained from the Headmaster, King's School, Satis House, Boley Hill, Rochester, Kent ME1 1TE or ring (0634) 43913. Closing date for applications, 9th November 1987.

(53499)

KING'S COLLEGE SCHOOL
Wimbledon, London SW19
HMC 610 boys 13-18

Required for September 1988 a well-qualified graduate to teach

CLASSICS

throughout the School. There are four full-time classicists within the Department, which has an excellent reputation both within and without the school. In making this appointment there is some preference for a candidate with experience, but the post is also suitable for a recent graduate keen to begin teaching in a department of high academic standards.

KCS salary scale above DES scale. Possibility of school accommodation.

Applications should be addressed to the Head Master and include a full curriculum vitae as well as the names and addresses of two referees. Further particulars of the post may be obtained from the Head Master's Secretary, King's College School, Wimbledon Common, London SW19 4TT. (01-947 9311).

(52408)

Q.E.D
EDUCATIONAL RECRUITMENT CONSULTANTS
109 HIGH STREET, CHESHAM, BUCKS, HP5 1DE TEL: 0494 782916/0494 773393

UNEXPECTED OPPORTUNITY
THIS TERM OR JANUARY '88

YOUNG TEACHER
with MODERN APPROACH
and some experience of

ACCOUNTING to GCSE & A Level
COMMERCE to G.C.S.E
GENEROUS SALARY — BAKER ++
FREE ACCOMMODATION
In delightful setting at Contemporary Co-Ed VI Form College Surrey.

APPLY NOW — Damaris Barnes/Angela Forsyth
Telephone or write with C.V. & names, addresses & telephone Nos. of 3 professional referees.
DOE, Lic. SE9146

(50649)

ST. LEONARDS SCHOOL
ST. ANDREWS

required in September 1988

HEAD OF ENGLISH

to organise a large department and to teach throughout the School to Oxbridge level.

Applications, together with a full curriculum vitae and the names, addresses and telephone numbers of two referees, should be sent to the Headmistress, St. Leonards School, St. Andrews, Fife, KY16 9QU.

(52330)

INDEPENDENT EDUCATION
continued

OXFORDSHIRE

RADLEY COLLEGE

Require, in September 1988, a good honours graduate to teach ENGLISH throughout the school. Particularly suitable for someone seeking his or her second teaching post, though first post candidates will be considered.

Applications, with full c.v., names, addresses and telephone numbers of two referees to The Warden, Radley College, Abingdon, Oxfordshire OX14 3HR from whom further details may be obtained. (20637) 182424

SURREY
THE ROYAL NAVAL SCHOOL
Haslemere, Surrey GU27 1HQ
Independent Boarding and Day School for 300 girls, aged 11-18 years
Wanted for 1st January, 1988, enthusiastic graduate to teach English, in a lively and committed department, throughout the School to Advanced Level. Interest in Drama would be advantageous. Accommodation available. Salary - Main Grade.
Applications with full Curriculum Vitae and names and addresses of two referees to the Headmistress as soon as possible. (20849) 182424

Geography

Other Assistants

MIDDLESEX
THE LADY ELEANOR HOLLES SCHOOL
Hanworth Road, Hampton, Middlesex
Required in January for two terms GEOGRAPHER to work EITHER Full or Part-time in a department of 4. Teaching to Advanced level preferred but candidates offering the subject to GCSE will be considered. This could become a full-time permanent appointment for the right candidate. Salary Baker plus.
Apply to the Head Mistress with curriculum vitae and names of two referees. (20715) 183624

History

Other Assistants

LONDON NW10
Teacher of History & Geography (small GCSE groups) required for January. Knowledge of Schools History project desirable.
Parity with English pay scales.
Send C.V. to the Headmistress, Spanish Bilingual School, 317 Portobello Road, London NW10 5SZ. (16589) 183834

NORTHAMPTONSHIRE
WELLINGBOROUGH SCHOOL
Required January 1988, or the following April or September a graduate HISTORIAN able also to help with games (football, cricket, tennis), and CCF or expedition training. There is, in addition, a vacancy for a resident tutor in a boys' boarding house.
Salary on Baker Scale according to qualifications.
Applications with c.v. and the names of two referees, to The Headmaster, The School, Wellingborough, Northamptonshire NN8 2BX. (19216) 183834

STAFFORDSHIRE
ABBOTS BROMLEY (SCHOOL OF S. MARY & S. ANNE)
Rugeley, Staffs. WS15 3BW
A Woodward boarding School for Girls G.B.G.S.A., G.S.A.
Required for January 1988, a well qualified graduate to share in the teaching of HISTORY throughout the school and to offer a subsidiary subject.
Applications in writing should include a full C.V. with names and addresses of two referees. (20694) 183834

Mathematics

Other Assistants

AVON COUNTY
ST. BRANDON'S SCHOOL
Clevedon
Girls' Boarding and Day School
Required for January, 1988, a graduate teacher of MATHEMATICS, who would be able to teach this subject to G.C.S.E. level and to be responsible for the teaching of COMPUTING STUDIES throughout the school.
Salary will be based on the new D.L.S. Scale with an incentive allowance available for a suitably qualified candidate.
Applications, in writing, with full curriculum vitae and the names and addresses of two referees, should be sent to: The Headmaster, St. Brandon's School, Clevedon, Avon BS21 7SD. (20599) 183424

GLOUCESTERSHIRE
HATHEROP CASTLE SCHOOL
See main ad. under Computer Studies. (19117) 183424

HERTFORDSHIRE
ABBOT'S HILL SCHOOL
Hemel Hempstead
Girls Independent Boarding/Day - 11/16 years
Experienced full-time teacher of MATHEMATICS required for January 1988 to teach throughout the School to GCSE level.
A full commitment to extra-curricular activities is important. Possibility of accommodation.
Applications with full curriculum vitae and names and addresses of two referees, to the Headmistress, Abbot's Hill School, Bunkers Lane, Hemel Hempstead, Herts. HP3 8RP. (20642) 183424

HERTFORDSHIRE
HABERDASHERS' ASKE'S SCHOOL FOR GIRLS
Aldenham Road, Elstree, Herts. WD6 3BT
Independent Day School, 750 in Main School, 240 in Sixth Form
Required January 1988 Honours Graduate to teach MATHEMATICS throughout the school to Advanced level in a large flourishing department (130 mathematicians in the Sixth Form). Opportunity to develop special interest. Salary according to qualifications and experience. Generous Outer London Allowance and Government Superannuation Scheme.
Please apply in writing to the Head Mistress with curriculum vitae and names of two referees (35481) 183424

LONDON SW10

KING'S COLLEGE SCHOOL AND KING'S COLLEGE JUNIOR SCHOOL
Wimbledon, London SW19

HMC 610 boys aged 13-18

IAPS 300 boys aged 8-13

Required for September 1988 a teacher of MATHEMATICS who is also able to offer a major contribution of GAMES. The School's major games are rugby, hockey and cricket. This post has in mind a candidate who has played extensive sport, and especially rugby. Some PE teaching could also be available. The Maths teaching will be primarily in the 11-16 age range, up to GCSE. Some A level work is also a possibility.

KCS scale, above Baker, including Inner London allowance. Possibility of school accommodation.

Applications should be addressed to the Headmaster and include a full curriculum vitae as well as the names and addresses of two referees. Further particulars of the post may be obtained from the Head Master's Secretary, King's College School, Wimbledon Common, London SW19 4TT. (01-947 9311). (20846) 183424

LONDON W6
THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London W6 0PG
Required for January 1988, a well qualified, full-time or part-time, graduate teacher of MATHEMATICS to join a lively and enthusiastic department. This is a Girls' Independent Day School of 700 pupils with 200 in Sixth Form. The successful candidate will be expected to teach throughout the school to Advanced Level.
Salary will depend on qualifications and experience.
Apply by letter to the Headmistress at the school with curriculum vitae and the names, addresses and telephone numbers of two referees. Closing date for application is Wednesday 28th October 1987. (19859) 183424

MERSEYSIDE
BIRKENHEAD SCHOOL
Mathematician required for January 1988. Preferably a well qualified graduate with interest in teaching 11-14 year olds, but the post could be for Mathematics throughout the School. Good allowance and possibility of accommodation.
Please apply, giving names of two referees, to: The Headmaster, 58 Shrewsbury Road, Birkenhead L43 2JA, Merseyside. (19723) 183424

OXFORDSHIRE

RADLEY COLLEGE

Require a good honours graduate to teach MATHEMATICS throughout the school in September 1988.

Applications, with full c.v., names, addresses and telephone numbers of two referees to The Warden, Radley College, Abingdon, Oxfordshire OX14 2HR, from whom further details may be obtained. (20638) 183424

STAFFORDSHIRE
ABBOTS BROMLEY (SCHOOL OF S. MARY & S. ANNE)
Rugeley, Staffs. WS15 3BW
A Woodard Boarding School for Girls
G.B.G.S.A., G.S.A.
Required for January 1988, graduate to teach Mathematics throughout the school. Ability to offer Computer Studies an advantage. Accommodation available for single person.
Applications in writing should include full C.V. with names & addresses of two referees. (20695) 183424

SURREY
PARSONS MEAD SCHOOL
Ashtead, Surrey KT21 2PE
Girls' Independent Day & Boarding School
GBGSA & GSA Member:
Senior School 300 girls. Required for January 1988, full or part-time graduate to share in the teaching of MATHEMATICS throughout the school, GCSE and 'A' level work available to suitably qualified candidate. Some junior Physics available if wanted. Extra allowance available to suitably qualified and experienced candidate. Main Scale, London Fringe allowance, Government Superannuation.
Apply to Headmistress with c.v. and names and addresses of 2 referees. Further details available on request (03722 76401). (39245) 183424

Modern Languages

Other Assistants

BATH
THE ROYAL SCHOOL
Bath BA1 5SZ
Boarding and Day School for girls, 8-18
TEACHER OF SPANISH AND FRENCH
We are looking for a committed and enthusiastic teacher of Spanish and French, temporarily in the first instance, to cover maternity leave, and preferably full-time. The appointment could begin in mid-November, but applicants who are not free until January are very welcome.
Applications and c.v. to the Headmistress by 31st October. (20640) 183624

CROYDON
WHITGIFT SCHOOL
Croydon
(H.M.C. 875 Boys)
Required January 1988, graduate to teach FRENCH and GERMAN throughout the school. This is a temporary appointment (full-time or part-time) for two terms but a suitably qualified applicant could be considered for a permanent post.
Salary on Whitgift Scale (Baker plus 7%) and allowance according to qualifications.
Apply immediately to the Headmaster, Whitgift School, Haling Park, South Croydon CR2 6YT, Surrey, enclosing curriculum vitae and names and addresses of two referees. (19825) 183624

EAST SUSSEX
EASTBOURNE COLLEGE
Required for January, April or September 1988 a graduate to teach French at all levels up to and including A Level in a large and flourishing department. Willingness to coach girls' or boys' games and to contribute to other extra-curricular activities an advantage. Own salary scale. Accommodation available.
Applications and full curriculum vitae, including the name, addresses and telephone numbers of two referees, to the Headmaster, Eastbourne College, Eastbourne, E. Sussex BN21 4JX. (19833) 183624

EAST SUSSEX
BUCKSWOOD GRANGE
See main advertisement under Pastoral Appointments. (20270) 183624

LONDON W6
THE GODOLPHIN AND LATYMER SCHOOL
Iffley Road, Hammersmith, London SW6 0PG
Required for January 1988, a well qualified graduate teacher of FRENCH to join a lively and flourishing department. This is a Girls' Independent School of 700 pupils with 200 in the Sixth Form. The successful candidate would teach throughout the school to Advanced and Scholarship levels and be willing to be involved in exchange visits to France. The ability to offer another language would be an advantage.
Salary will depend on qualifications and experience.
Apply by letter to the Headmistress at the school with curriculum vitae and the names, addresses and telephone numbers of two referees. Closing date for application is Friday 30th October. (20643) 183624

OXFORD
OXFORD HIGH SCHOOL
G.P.D.S.T.
Belbroughton Road, Oxford OX2 6XA
Tel: (0865) 59888
(600 girls 9-18, 150 in sixth form)
Full-time teacher of FRENCH required for January 1988 to join a large and exceptionally successful department.
This is a permanent post, but applications will also be considered from teachers able to fill the vacancy on a temporary basis.
Salary: New National Scale.
Applications, including names, telephone numbers and addresses of two referees, should be sent to the headmistress as soon as possible. (20848) 183624

RUGBY
RUGBY SCHOOL
Requires for January 1988 a teacher of Russian and German. A willingness to contribute to the general life of the School is also essential. Applicants of either sex are encouraged to apply.
Please send c.v. and names and addresses of two referees to Headmaster's Secretary, Rugby School, Lawrence Sheriff Street, Rugby CV22 5EH. (19821) 183624

SHROPSHIRE
BEDSTONE COLLEGE
(G.B.A., S.H.M.I.S.)
Required for September 1988 at this co-educational boarding school graduate to teach Spanish and assist in teaching French at least up to G.C.S.E. level. Could be suitable for a young teacher seeking a first post.
Accommodation available at present for single or married teacher.
Full curriculum vitae to Headmaster stating outside interests (e.g. Rugby, Netball, Sailing, Duke of Edinburgh Award Scheme).
Bedstone College, Bucknell, Shropshire SY7 0BG. (19890) 183624

SURREY
PRIOR'S FIELD SCHOOL
Godalming, Surrey
Independent Girls' Boarding and Day School 11-18 - 225 girls
Required for January 1988 a teacher of French to GCSE and A level. Ability to help with any out-of-school activities would be welcome.
Application with curriculum vitae and the names and addresses of two referees to the Headmistress. (19290) 183624

Music

Other Assistants

WINCHESTER
ST. SWITHUN'S SCHOOL
Winchester SO21 1HA
Tel: (0962) 61316
(An Independent School of 420 girls aged 11-18 yrs)
Required immediately a visiting teacher of FLUTE. One full days work per week. I.S.M. rate.
Please write to the Director of Music with C.V. and names of two referees. (20224) 183824

Pastoral

Other Assistants

EAST SUSSEX
BUCKSWOOD GRANGE
Uckfield
We are looking for an enthusiastic and committed person to take the position of resident HOUSE MISTRESS, with special responsibility for our girls, at this co-educational boarding school for 10 - 17 year olds.
This is a teaching post and applicants should state the subjects they can offer; preference will be given to those able to teach French and/or EFL. Attractive salary according to experience with free single accommodation.
Please apply in writing with names and addresses of two referees to: The Headmaster. (20269) 184024

KINGSWOOD SCHOOL
BATH
BA1 5RG

Required for January 1988 graduate to share in the teaching of

ENGLISH & POLITICS

throughout the school to GCSE and A level. Kingswood is a co-educational boarding school with 300 boys and 180 girls. Willingness to help with games and boarding duties would be advantageous. This is a temporary post but there is a possibility of its becoming permanent.

Applications by October 31, 1987, with curriculum vitae and the names of two referees, to the Headmaster, from whom further details can be obtained.

Telephone 0225 311627

(52379)

WARWICKSHIRE
THE KINGSLEY SCHOOL,
LEAMINGTON SPA.
TEL: (0926) 25127
G.S.A. Independent day/boarding school
427 pupils, aged 4–18 years.

Required for January, 1988, a good honours graduate to share in the teaching of Geography throughout the senior school up to and including 'A' level. This is a part-time post of approximately half-time table.

Salary: Baker Main Scale.

Please apply in writing to the Headmistress, The Kingsley School, Beauchamp Avenue, Leamington Spa, CV32 5RD, with curriculum vitae, names, address and telephone numbers of two professional referees.

52426

BARNARD CASTLE SCHOOL,
Co. Durham, DL12 8UN (0833-37119)
H.M.C.: Independent ex D.G.

Boarding and Day (500 Boys)
150 in VIth Form (including girls)

Required for April 1988 a graduate

Mathematician

to join a department of five to teach throughout the school up to 'A' Level.

It is expected that the successful candidate will be prepared to make a significant contribution to extra-curricular activities.

Further details can be obtained from:
The Headmaster,
Barnard Castle School,
Co. Durham,
DL12 8UN
or ring 0833-37119.

52445

ST. DUNSTAN'S COLLEGE
Catford,
SE6 4TY
(01) 690 1274
HMC Independent Day School for Boys

Required for **JANUARY 1988** or as soon as possible thereafter a MODERN LINGUIST specialising in the teaching of **German.** For a suitably qualified and experienced person this could be a senior post with the appropriate remuneration above Inner London "Baker". Further details from the Headmaster to whom application should be made by Friday, 23rd October 1987, naming two referees.

(52387)

ROEDEAN SCHOOL
BRIGHTON, BN2 5RQ

Required in September, 1988

On the retirement of the present Director, applications are invited for the position of

DIRECTOR OF MUSIC

Please apply to the Headmistress for further details. Applications in writing should include a full curriculum vitae and names and addresses of two referees.

50071

INDEPENDENT EDUCATION
continued

LOUGHBOROUGH
LOUGHBOROUGH HIGH SCHOOL
Required for January 1988, if possible, a Resident House Mistress to assist the Matron in a Boarding House of approximately 40 weekly boarders (age range 11-18). Some one with initiative and enterprise and wide interests and, if possible, some experience with young people, would be ideally suited to the position. No weekend duties - generous holidays. Salary according to qualifications and experience.
Please apply immediately to the Headmistress, Loughborough High School, Burton Walks, Loughborough LE11 2DU enclosing curriculum vitae and the names, addresses and telephone numbers of two referees. (20621) 184024

Physical Education

Heads of Department

MERSEYSIDE
BIRKENHEAD SCHOOL
HEAD OF PHYSICAL EDUCATION
Required for January or April 1988. Vacancy because of promotion. A senior post with possibility of accommodation.
Please apply, giving names of two referees, to: The Headmaster, 58 Shrewsbury Road, Birkenhead L43 2JA, Merseyside. (19722) 184218

Other Assistants

BRADFORD
BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP
A Teacher of Physical Education and Games is required for 1st January 1988. This will be either a permanent or a temporary appointment. Strong interest in rugby and/or cricket and/or cross country running essential. Bradford Grammar School operates its own salary scale.
Letters of application should be sent to the Headmaster as soon as possible with cv and the names of two referees. (19340) 184224

SPORTS MINDED see Manulife ad. in miscellaneous. (19061) 184224

HERTFORDSHIRE
ST ALBANS SCHOOL
(HMC, Ex D.G., Sixth Form 190)
Required in January 1988 a full-time teacher of PHYSICAL EDUCATION to join a thriving department. Ability to coach cricket an advantage.
Salary at the appropriate point on the 'Baker' scale plus ST Albans Allowance.
For further details apply to the Headmaster, St Albans School, Abbey Gateway, St Albans, Herts. AL3 4HB. (Tel: 0727-55702). (19213) 184224

KENT
HOLY TRINITY CONVENT
Independent Day School 380 girls
Required in January 1988 full-time teacher of Physical Education throughout the School, and Dance up to GCSE. 'Baker' salary scale.
Applications with curriculum vitae and names and addresses of two referees as soon as possible to: The Headmistress, Holy Trinity Convent School, 81 Plaistow Lane, Bromley BR1 3LL. (20822) 184224

NORTHAMPTONSHIRE
WELLINGBOROUGH SCHOOL
Required January 1988, or the following April or September, a P.E. specialist, for teaching in Senior and Junior Schools, with particular skills in the coaching of football, cricket or tennis. There will be scope in 1988 for subsidiary teaching in Mathematics, Science, English or Geography. There is also a vacancy for a resident tutor in a boys' boarding house, and a need for help with CCF or expedition training.
Salary on Baker Scale according to qualifications.
Applications with c.v. and the names of two referees, to The Headmaster, The School, Wellingborough, Northamptonshire NN8 2BX. (19217) 184224

Religious Education

Other Assistants

LONDON W1
QUEEN'S COLLEGE
43-49 Harley Street, London W1N 2BT
Independent Girls' Day School (120 in VI Form)
There will be a vacancy in January 1988 for a well qualified graduate in Theology or Religious Studies to join a lively and enthusiastic department and to teach throughout the School up to University Entrance standard.
Applications, with a full curriculum vitae and names and addresses of two referees, should be sent immediately to the Principal. (20826) 184424

ESSEX
FELSTEAD SCHOOL
CHAPLAIN
Applications are invited for the post of Chaplain for September 1988. Felsted is a Church of England Foundation and has its own Preparatory School. Ability and a willingness to help with extra curricular activity is desirable. Teaching is available in a number of subjects.
Accommodation available.
Felsted Salary Scale, with responsibility allowance.
Further details are available from, and applications, together with a full curriculum vitae and the names and addresses of two referees should be sent to: The Headmaster, Felsted School, Dunmow, Essex CM6 3LL. (20225) 184424

KINGSTON UPON THAMES
KINGSTON GRAMMAR SCHOOL
HMC Independent Day School 570 Boys and Girls, 10-18 years
Required for January 1988, a well-qualified Graduate to teach Religious Studies throughout the School. The post will be part-time, involving about half a time-table. Salary: Baker plus Outer London and KGS Allowances.
Applications with CV and names and addresses of two referees should be sent to: The Headmaster, Kingston Grammar School, 70-72 London Road, Kingston upon Thames, Surrey KT2 6PY, from whom further details of the post can be obtained. (19346) 184424

SURREY
THE ROYAL GRAMMAR SCHOOL
Guildford
(HMC Independent - 750 day boys aged 11 to 18 - 200 in 6th Form)
Required in April: an enthusiastic Graduate to join a strong and lively Religious Education department, teaching throughout the age range up and including A Level. R.E. has a favoured place in the curriculum of this academically selective school. Ability and willingness to help with extra-curricular activities such as rugby, cricket, CCF and Scouts will be a distinct advantage. Salary 'Baker' plus 10%.
Applications in the form of a curriculum vitae supported by a letter of application quoting at least two referees should be submitted to The Headmaster (R.E.) Royal Grammar School, High Street, Guildford, Surrey GU1 3BB. Closing date 13th November. (20260) 184424

LINCOLNSHIRE
STAMFORD HIGH SCHOOL
Lincolnshire
G.S.A. day and Boarding 1,000 Pupils 4-18 years
Required for January, 1988 good THEOLOGY HONOURS GRADUATE with appropriate teaching qualifications to teach G.C.S.E. and general courses throughout the school. Some Advanced level teaching for suitably qualified candidate.
Applications, curriculum vitae and the names and addresses of two referees, as soon as possible please, to: The Headmistress, Stamford High School, St. Martin's Stamford, Lincolnshire PE9 2LJ. (33479) 184424

Science

Heads of Department

LANCASHIRE
ROSSALL SCHOOL
Fleetwood, Lancashire
HEAD OF PHYSICS
Required for September 1988. Help with games and/or activities an advantage. Resident post for single person; married accommodation available. Rossall Salary Scale.
Full particulars and application form from the Headmaster (Tel: 039-17-3849). (19757) 184818

Other Assistants

SOUTHPORT
KINGSWOOD SCHOOLS
Southport
Required for January 1988 a qualified graduate teacher of CHEMISTRY
Further details and application form may be obtained from the Headmaster, Kingswood School, 26 Westcliffe Road, Southport PR8 2BU (Tel: (0704) 63211). (19336) 184824

WILTSHIRE
WARMINSTER SCHOOL
SHMIS - Co-educational Day & Boarding, (440 pupils)
Required for January 1988 a Biologist/General Scientist graduate, preferably with an interest in Computing, to teach up to 'A' Level. Accommodation available for a single person able to assist in a boarding house. Own Salary scale above national. Applicants should be willing to participate in the life of a boarding school and offer extra-curricular activities.
Apply immediately with C.V. and names, addresses and telephone numbers of two referees to: The Master, Warminster School, Warminster, Wilts. BA12 8PJ. Tel: (0985) 213038. (35478) 184824

DURHAM
DURHAM SCHOOL
A well qualified graduate to teach Biology throughout the School is required for January 1988 or September 1988. Those not available until the latter date should not hesitate to apply. The ability to teach a second science or integrated science would be an advantage. A willingness to play a full part in the life of a Boarding School is essential.
Further details can be obtained from the Headmaster, Durham School, Durham DH1 4SZ to whom applications with curriculum vitae and the names and addresses of two referees should be sent. (20690) 184824

NORTH YORKSHIRE
AMPLEFORTH COLLEGE
Required for January 1988, for one term only, a teacher of CHEMISTRY, to cover absence due to secondment. Applicants should be able to teach Chemistry up to 'A' level.
Apply with full curriculum vitae and names and addresses of three referees to: The Headmaster, Ampleforth College, York YO6 4ER, from whom further details may be obtained. (20693) 184824

Social and Political Studies

Other Assistants

SURREY
SURREY TUTORIAL COLLEGE
53 Woodbridge Road, Guildford, Surrey GU1 4RF
Tel: (0483) 65887
Required immediately part-time 2-3 days per week teacher of Sociology to 'A' level in small tutorial group setting.
Letter of application nominating two referees to The Principal. (22849) 185024

Other than by Subject Classification

Other Assistants

BERKSHIRE
BRIGIDINE CONVENT INDEPENDENT GIRLS' SCHOOL
Tel: 0753 863779
(11-18 years)
Required for January 1988, FULL TIME SOCIAL LIBRARIAN.
If further details are required, please contact the School Office.
Applications should be made to the Headmistress, in writing, with c.v. and names and addresses of two referees. (20627) 185724

NORFOLK
ECCLES HALL SCHOOL
Required January 1988 or before if possible, in this Independent Boarding School (155 on roll), an experienced Teacher of Children with learning difficulties to join enthusiastic team in our Individual Teaching Unit. No class teaching - 1:1 and small group sessions. A sympathy for children with learning difficulties and an enthusiasm for this form of teaching essential. Ability to cope with 10 - 16 range. Flexibility to work within a team. T.E.F.L. an advantage. Some duties, not excessive, will be required within one of the boarding houses.
Professional Main Scale Post.
Please apply in writing to headmaster, Eccles Hall School, Quidenham, Norwich, Norfolk NR16 2NZ with two references and c.v. Full details of post available on request. May suit two teachers wishing to 'job share'. (19365) 185724

Independent Preparatory Schools

Headships

BRADFORD
BRADFORD GRAMMAR SCHOOL
Keighley Road, Bradford BD9 4JP
MASTER/MISTRESS IN CHARGE OF THE JUNIOR SCHOOL (CLOCK HOUSE)
Applications are invited for this post which will become vacant from September 1988, on the retirement of Mr J.A. Sanderson. An appointment could take effect from April 1988. The Junior School has 150 pupils aged 8-11, sharing the Main School campus. Bradford Grammar School operates its own salary scale, and the salary offered will be according to qualifications and experience.
Letters of application and curriculum vitae, together with the names of two referees should be addressed to The Headmaster.
CLOSING DATE: 31st October 1987. (19354) 200010

ROEDEAN SCHOOL
BRIGHTON, BN2 5RQ
Required in April, 1988
On the appointment of the present Housemistress to a Headship, applications are invited from qualified teachers for the post of
HOUSEMISTRESS
to take responsibility for 80 boarding girls aged 10 – 13 and to teach. Roedean Scale above Baker + £3,000 responsibility allowance. Please apply to the Headmistress for further details. Applications in writing should include a full curriculum vitae and the names and addresses of 3 referees. Closing date – 23rd October.
50070

MERCHANT TAYLORS' SCHOOL
NORTHWOOD, MIDDLESEX, HA6 2HT.
Tel: Northwood 21850
HEAD OF ENGLISH
and
HEAD OF MODERN LANGUAGES
For further details please contact the Headmaster to whom applications may also be made together with C.V. and names and addresses of 2 referees.
Merchant Taylors' School is a Christian foundation that has always by statute "admitted pupils of all nations and countries".
(52345)

The Al-Muntada Al-Islami, Educational Centre
7 Bridges Place, Parsons Green, London. S.W.6 4HR.
Requires applications for the following posts:-
Head to be in charge of running the school at the Educational Centre. It is anticipated that the successful applicant will hold a degree in Arabic and Islamic Studies and be conversant in educational theory and practice, having had a minimum of 8 years teaching experience. Having published work and research in educational matters.
Teachers in Arabic and Islamic Studies who have degrees in these subjects and have had a minimum of 5 years experience.
General Educational Co-ordinator to be effectively a governor of the Centre, having considerable experience in educational theory and practical teaching and be conversant in Arabic and Islamic Studies. Must hold a degree in Arabic and Islamic Studies, have a good record of published work (books, articles in learned journals of Arabic and Islamic Studies).
Apply immediately in writing with full curriculum Vitae to the Trustees by 31.10.87.
Salaries according to experience.
53720

THE KING'S SCHOOL
For September 1988 a
Head of Chemistry
is required for a large department including about 50 boys and girls a year studying for A level.
Salary: Baker plus
Further details may be obtained from the Headmaster's Secretary, The King's School, Worcester WR1 2LH
Closing date for applications 30th October. (53410)

ST. EDMUNDS COLLEGE
and ST. HUGH'S PREPARTORY SCHOOL
Old Hall Green, Ware, Herts.
Tel: Ware (0920) 821504
H.M.C.
Independent Catholic boarding and day school for boys and girls 8–18.
A PHYSICS/MATHEMATICS teacher is required for January 1988 to teach throughout the school.
The post is permanent and full-time. Accommodation is available.
Salary on the Baker Scheme will reflect age and experience.
Applicants should send full Curriculum Vitae and names of two referees to the Headmaster by the closing date 23rd October, 1987.
50061

ST. SWITHUN'S JUNIOR SCHOOL
HEAD
(Group 4)
(IAPS Day School for 200 pupils)
Applications are invited for the post of Head of St. Swithun's Junior School on the retirement of Mrs Elizabeth Biggs at the end of the summer term 1988.
Full details and application form may be obtained from the Clerk to the Council, St. Swithun's School, Winchester, SO21 1HA.
Closing date for applications 2nd November 1987.
52404

PREPARATORY SCHOOLS
continued

Deputy Headships (Inc. Second Masters/ Mistresses)

HAMPSHIRE
ST. NEOT'S
Eversley, Basingstoke RG27 [illegible]
I.A.P.S. Day and Boarding (100 [illegible])
Deputy Head required April 1988 to teach MATHS to P.S.S. and C.E.E. standard. Interest in extra curricular activities and games desirable. Willingness to take full part in life of School important. Salary Table C. Married or single accommodation available.
Application to Head Master with full C.V. and names of 3 referees. (35473) 200012

LONDON SW7
FALKNER HOUSE GIRLS SCHOOL
19 Brechin Place, London SW7 4QB
Required from April 1988.
DEPUTY HEAD.
Falkner House is an academic school with 135 girls aged 4-11.
The candidate will be in charge of the 11 form for general subjects (including maths) and ideally should have experience of either secondary schools or the 11 examination.
This is a responsible post with a commensurate salary.
Attractive self-contained house available.
Applications to the Principal as soon as possible. (11205) 200012

SCOTLAND
BELHAVEN HILL SCHOOL
Dunbar, East Lothian EH42 1NN
HOUSEMASTER/ MISTRESS
Required from September 1988.
Belhaven Hill is a leading Scottish preparatory school. 30 miles from Edinburgh.
Applicants should be able to teach Latin and English or Mathematics to scholarship standard.
Interest in extra-curricular activities essential. Attractive salary. Married or Single accommodation attached to main building.
Please apply to Head Master. (20567) 300012

By Subject Classification

Art and Design

Other Assistants

SURREY
Full or part-time fully-qualified teacher required from January 1988 to teach Art throughout the School (9-13). An ability to participate in games and hobby activities would be a distinct advantage. Please apply in writing, enclosing c.v. to the Headmaster, Edgeborough Court, Rose Lane, Ripley, Surrey GU23 6NE. (20353) 201224

Classics

Heads of Department

SURREY
ALDRO
Shackleford, Godalming, Surrey GU8 6AS
I.A.P.S. 180 boys
HEAD OF CLASSICS
Required for September 1988 an enthusiastic and appropriately qualified Head of Classics to teach Latin to C.E. and P.S.S. level. A commitment to the life of a boarding school is essential. Ability to coach games a distinct advantage. Attractive new Aldro salary scale.
Applications in writing giving a full C.V. and stating the name, address and telephone number of two referees should be sent to the Headmaster. (19687) 201618

English

Heads of Department

EALING
English graduate required as Head of English in boys' preparatory school. Help with junior subjects and games desirable. Apply with c.v. and two referees to: Headmaster, Durston House, Ealing W5 2DR. (19805) 202418

Geography

Other Assistants

SURREY
CATERHAM SCHOOL PREPARATORY
I.A.P.S. Boarding/Day 250 Boys
Required for April 1988 a qualified teacher to teach Geography throughout the School. Ability to coach games an advantage. Single accommodation available.
Salary Baker
Apply with c.v. and names of two referees (with telephone nos. where possible) to The Headmaster, Caterham School Preparatory, Mottrams, Harestone Valley Road, Caterham, Surrey CR3 6YB. (30305) 202624

History

Heads of Department

CLWYD
LINDISFARNE COLLEGE
North Wales
Independent boarding and day coeducation school
240 pupils 8-18
Required for January 1988, Head of History. Ideally we would like a young, male graduate familiar with Modern World GCSE willing to teach English to GCSE and to contribute to the life of this school as a resident.
The school has its own salary scale.
This and further details of the post and the school are available from the Head of Humanities, Lindisfarne College, Wynnstay, Ruabon, Wrexham, Clwyd LL14 6LD. Tel. 0978 810407. (19801) 202818

Other Assistants

TWICKENHAM
Required for January/February 1988 trained graduate to teach History to GCSE and A level. An interest in the Schools' History Project would be an advantage.
Apply in writing to: The Headmistress, St. Catherine's Senior School for Girls, Cross Deep, Twickenham TW1 4QJ enclosing stamped addressed envelope. (19805) 202824

Mathematics

Heads of Department

LONDON SW7
ST PHILIP'S R.C. DAY PREPARATORY SCHOOL
Required for January 1988. Graduate to teach Mathematics to boys aged 9-13 to Common Entrance and Scholarship level. Salary Burnham Scale.
Apply with C.V. and two referees to the Headmaster, St Philip's School, 6 Wetherby Place, London SW7 4NE. (19334) 203418

SUSSEX
MOWDEN SCHOOL
Hove
Required for January, Head of Mathematics to teach boys aged 9-13 to Common Entrance and Scholarship standard. Ability to coach games an asset.
Salary - Government Scale and D.E.S. Pension Scheme. Bachelor accommodation available.
Applications in writing to The Headmaster, Mowden School, The Droveway, Hove enclosing c.v. and names of two referees. (16521) 203418

Other Assistants

DORSET
Keen young qualified Mathematician, able also to teach some Science, required in IAPS School (boys with some girls) in January. Willingness to help with games and/or activities an advantage. Splendid new building just opened for Science, Computing and CDT.
Apply giving the names of two referees to: The Principal, Castle Court Preparatory School, The Knoll House, Knoll Lane, Corfe Mullen, Wimborne, Dorset. (19339) 203424

LONDON NW3
HEREWARD HOUSE SCHOOL
14 Strathray Gardens, London NW3 4NY
Tel: 01-794 7280
Required for January 1988 a Teacher of Mathematics and Physics at this Preparatory School for Boys. Ability to teach Computer Skills to 9-13 year olds an advantage. Splendid new laboratory. Friendly atmosphere.
Salary Baker plus Inner London Allowance. DES Superannuation Scheme.
Please apply to the Head teacher with full C.V. and the names, addresses and telephone numbers of two referees. (19060) 203424

SUFFOLK
ORWELL PARK SCHOOL
Nacton, Ipswich, Suffolk
ASSISTANT MATHEMATICS TEACHER
Assistant Mathematics Teacher required for September 1988 to teach to GCE and PSS level.
The successful applicant will also be expected to make a worthwhile contribution outside the classroom. An interest in Computing and Squash would be welcome.
Generous salary plus accommodation in an area of outstanding natural beauty.
Further details from the Headmaster. (19876) 203424

Modern Languages

Other Assistants

NORFOLK
BEESTON HALL SCHOOL
Required for either January or April 1988, an enthusiastic teacher of French and Latin to the middle years (9-11½) with the possibility of some C.E.E. teaching later. Good opportunity for coach of all major games (Rugby, Hockey, Cricket) and outdoor enthusiast (Camping, Bird watching, Orienteering).
Salary negotiable.
Please contact The Headmaster, Beeston Hall School, West Runton, Cromer NR27 9NQ. (Tel: 026 375 324) with the name of two referees. (20578) 203624

Music

Other Assistants

DEVON
MOUNTHOUSE SCHOOL
Tavistock, Devon
(I.A.P.S. 185 Boys)
Required for November 9th, 1987 until March, 1988, a Musician to organise and teach in a flourishing department.
Duties will include class teaching, responsibility for the peripatetic instrumental staff, piano teaching and extra-curricular activities (especially choral).
Apply Headmaster together with CV and names, addresses and telephone numbers of two referees. (16522) 203824

Physical Education

Other Assistants

DEVON
Required for January 1988, a young qualified and enthusiastic teacher of Physical Education for girls. The applicant should be conversant with the requirements of working in a Preparatory School, and it would be useful if expert knowledge was available for Netball, Hockey, Swimming and Gymnastics. Excellent facilities including 20m heated swimming pool, full size sports hall and good games facilities. Accommodation may be available. The willingness to participate in the activities of a boarding school is essential. Some English teaching will be necessary.
Please apply in writing to the Headmaster, St John's School, The Broadway, Sidmouth, Devon EX10 8RG, giving names, addresses and telephone numbers of two referees. (19835) 204924

Science

Other Assistants

MILTON KEYNES
SCIENCE
Readvertisement
MILTON KEYNES PREPARATORY SCHOOL
I.A.P.S. mixed day school. Developing Preparatory School in purpose built accommodation expanding to 420 pupils in 1988
TEACHER OF SCIENCE required to teach full Preparatory School age range. Second subject an advantage.
Excellent opportunity for teachers with energy and commitment to involve themselves in this exciting project which will incorporate and encourage many innovative ideas. A willingness to become involved in the full life of the school is essential. Some games teaching will be expected. Promotion prospects excellent. MKPS Scale Burnham.
Please send C.V. plus hand written letter to the Headmistress, Milton Keynes Preparatory School, Tattenhoe Lane, Milton Keynes MK3 7EG. (20985) 204824

Other than by Subject Classification

Other Assistants

BEDFORDSHIRE
IAPS Co-educational day school requires enthusiastic teacher with a strong interest in geography and games, to work mainly with juniors from January 1988.
Apply with full CV and names of two referees to Headmaster, Moorlands School, Leagrave Hall, Luton. (20687) 205724

BERKSHIRE
LAMBROOK
Winkfield Row
JUNIOR FORM TEACHER
Required for January 1988 a qualified and enthusiastic Junior form teacher to look after 8-9 year olds in boys' boarding preparatory school. Experience of independent education and some teaching experience would be a valuable asset. Lambrook salary scale.
Applications and a full curriculum vitae containing the names, addresses and telephone numbers of two referees should be forwarded as soon as possible to, The Headmaster, Lambrook, Winkfield Row, Bracknell, Berkshire RG12 6LU. (21221) 205724

CLWYD
REQUIRED FOR JANUARY 1988
RUTHIN SCHOOL
Junior School teacher for general subjects and games to boys aged 8-10. Extra-curricular involvement essential. Scale 1 or 2.
Closing date for applications 23rd October, 1987. For further information telephone or write to the Headmaster, Ruthin School, Clwyd LL15 1EE. Tel: 08242-2543-4. (19829) 205724

DORSET
PORT REGIS
Motcombe Park, Shaftesbury SP7 9QA
Co-ed 250 7-13.9
FIRST DIRECTOR OF STUDIES
Required April/September capable of teaching either English/History to Scholarship level, married/single accommodation possible. Baker plus. 150 estate. Fabulous facilities. Specialist teaching room and office for all.
Apply with C.V. and Photo to Headmaster. (19842) 205724

ESSEX
Required for January 1988 (earlier if possible) a teacher of General Subjects for small first year Junior class.
Caring atmosphere, friendly staff, supportive parents.
Please apply in writing, enclosing curriculum vitae, names and addresses of two referees to Headmistress, Eastcourt Independent School, 1 Eastwood Road, Goodmayes, Essex IG3 8UW. (16528) 205724

HAMPSHIRE
ROOKESBURY PARK SCHOOL
Wickham, Hants PO17 6HT
I.A.P.S. Day & Boarding School 160 Girls 4-13 years
Required for January 1988 due to expansion. Qualified teacher for class of 5 year olds (2nd year). Resident or non-resident.
Salary Main Scale Baker.
Apply in writing to the Headmistress, giving names and addresses of 2 referees. (20813) 205724

KENT
ROSE HILL SCHOOL
Culverden Down, Tunbridge Wells TN4 9SY
Pre-Paratory teacher for 5 - 6 year olds
Required in April or September at I.A.P.S. preparatory school of 150 children, qualified, enthusiastic teacher who can create warm relationships in a structured environment. To join a friendly but professional staff. Excellent scope for musical ability if offered. Outstanding setting on the outskirts of town.
Government salary and superannuation.
Apply with c.v. to Headmaster (Tunbridge Wells - 0892 25591). (20617) 205724

LONDON N21
PALMERS GREEN HIGH SCHOOL
Hoppers Road, London N21 3LJ
Tel: 01-886 1135
Independent Girls Day School pupils 3-16, G.S.A.
Required for January well-qualified teacher for second year of Preparatory department (6 year olds). Salary according to Baker M.P.G. O.L.A. School operates its own scale of allowance.
Letter of application with full C.V. and names and addresses of two referees to Headmistress. (20701) 205724

LONDON NW3
SOUTH HAMPSTEAD HIGH SCHOOL (GPDST)
Junior Department, 12 Netherhall Gardens, London NW3 5TO
Required for January 1988, two enthusiastic and energetic teachers, one to take charge of the reception class of 25 5/6 year olds and one as class teacher for 28 7/8 year olds.
The school is a lively community and there is much scope for creativity and initiative. Please state any special interests. Baker Scale.
Applications in writing with curriculum vitae and names of two referees to the Headmistress, South Hampstead High School, 3 Maresfield Gardens, London NW3 5SS. (16525) 205724

LONDON SW19
Required immediately Mature Class Teacher for 7-8 year olds at Boy's Pre-prep Day School.
Applications in writing only, with C.V., to: The Principal, Wimbledon Common Preparatory School, 113 Ridgway, Wimbledon SW19 4TA. (19727) 205724

LONDON SW15
PUTNEY HIGH SCHOOL
35 Putney Hill, London SW15 6BH
Tel: 01-788 4886
REQUIRED for JANUARY 1988 an experienced, enthusiastic class teacher for 6-7 or 9-10 year olds. Interest in computing useful but not essential.
Please apply with curriculum vitae and names, addresses and telephone numbers of two referees to the Headmistress. (35483) 205724

LONDON SW7
THE HAMPSHIRE SCHOOL
London SW7
Experienced and qualified CLASS TEACHER required for January 1988 to work with co-educational group of 6 to 8 year olds. There is the possibility of combining the post with the position of MIDDLE SCHOOL CO-ORDINATOR if the successful candidate is suitably qualified.
Apply in writing with names and addresses of three referees to The Headmaster, The Hampshire School, 63 Ennismore Gardens, London SW7 1NH. Tel: 01-584 3297. (20689) 205724

LONDON W11
Teacher required as soon as possible for 4-9 year olds.
Please apply in writing, with CV and two referees, to the Headmistress, Falkner House School, 19 Pembridge Villas, London W11 3EP. (21230) 205724

LONDON W13
NOTTING HILL & EALING HIGH SCHOOL
G.P.D.S.T
A qualified and experienced teacher is required in January to take responsibility for general subjects in a class of 9-10 year old girls. Part-time post (0.8). Salary in accordance with Basic Scale.
Please apply by letter with a full curriculum vitae and the names of two referees to: The Headmistress, Notting Hill & Ealing High School, 2 Cleveland Road, Ealing, London W13 8AX. (20994) 205724

LONDON W8
Girls' Lower School requires a form teacher for a first year Junior Class from the beginning of the Spring term 1988.
Please phone (01 743 0131) or write for an application form and further details. Application forms should be returned to the Bursar by October 23rd. (20634) 205724

LONDON W8
LADY EDEN'S SCHOOL
41 Victoria Road, London W8 5RJ
Required in January 1988 a qualified experienced teacher for Kindergarten form (4 year olds) mornings only. Also an opportunity to work with other age groups in the afternoons. Government superannuation scheme and Baker Salary with London Allowance.
Apply in writing with references and curriculum vitae to Miss C. Travethan, Headmistress. (20631) 205724

MIDDLESEX
INDEPENDENT JUNIOR
Required for January 1988 - qualified Assistant teacher in a small, friendly co-educational day school. Age range 7 - 12 years - subjects offered should include boys games. Reddiford pay scale - based on experience and qualifications.
Apply in writing to: The Principal, Reddiford School, 38 Cecil Park, Pinner, Middlesex HA5 5HH enclosing full c.v. and names, addresses and telephone numbers of 3 referees. (19215) 205724

MIDDLESEX
HEATHFIELD SCHOOL
Beaulieu Drive, Pinner, Middlesex HA5 1NB
(Girls' Public Day School Trust)
Required for January 1988 qualified teacher for a class of 7 year olds. Salary Scale 1 O.L.A. or Scale 2 for suitably experienced applicants.
Apply in writing to the Headmistress at the above address including c.v. and names of two professional referees. (19860) 205724

SURREY
Required for January 1988 experienced Infant teacher.
Apply in writing, enclosing curriculum vitae and the names of two referees to the Headteacher, Virginia Water Preparatory School, Gorse Hill Road, Virginia Water, Surrey GU25 4AU. (19202) 205724

SURREY
ROWN PREPARATORY SCHOOL
Claygate, Esher, Surrey
I.A.P.S. 295 girls
SUMMER/AUTUMN 1988
Pre-preparatory Department requires a qualified full-time teacher for form of 6 year olds. Piano an asset.
Rowan salary scale.
Applications in writing, together with c.v., names/addresses/telephone numbers of three referees, to be sent to the Headmistress, 6 Fitzalan Road, Claygate, Esher, Surrey KT10 0LX. (20223) 205724

WEST SUSSEX
GENERAL SUBJECTS TEACHER
Required for January 1988 in busy co-educational preparatory boarding school. Must be qualified and experienced to teach 7-9 year olds. Keenness to take part in games and out-of-school activities essential.
Excellent single or married accommodation.
Salary: Cottesmore Scale. Please reply in writing with curriculum vitae, together with names, addresses and telephone numbers of two referees to: Mr. M. A. Rogerson, The Headmaster, Buchan Hill, Crawley, West Sussex RH11 9AU. (21222) 205724

WORCESTERSHIRE
Graduate/Teacher required January (April) for 7 year-old reception form in small happy family country prep-school. Residential post ideally - girls games, fully committed to pre-school life. Salary above Baker plus benefits.
Apply to The Headmaster, The Elms School, Colwall, Malvern, Worcs. WR13 6EF. (20285) 205724

ADVERTISERS
PLEASE NOTE
OUR NEW FAX NUMBER IS
01-251 4698

Colleges of Further and Tertiary Education

Heads of Department

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

COALVILLE TECHNICAL COLLEGE

Bridge Road, Coalville, Leicester LE6 2QR

HEAD OF DEPARTMENT OF CONSTRUCTION GRADE II

Head of Department Grade II required to take charge of a newly created Department offering courses in Brickwork, Carpentry and Joinery, Plumbing and Painting and Decorating.

Applicants should be well qualified in Building subjects, possess a teaching qualification and be experienced in the industry, teaching and the organisation of courses.

Appointment will be from 1st January 1988.

Further details and application forms are available on receipt of a large SAE from the Principal at the college. The closing date for applications will be two weeks after the appearance of the advertisement.

Asians and Afro-Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply.
(19046) 220018

SOMERSET
COUNTY COUNCIL DEVELOPMENT OFFICER Special Educational needs, continuing and community education. Please see display advertisement under the 'LEA Administration' section on page XX. (19362) 220018

Other Appointments

CAMBRIDGESHIRE

CAMBRIDGESHIRE COLLEGE OF ARTS AND TECHNOLOGY
East Road, Cambridge CB1 1PT

(equal opportunity employer)

SENIOR LECTURER IN MICROELECTRONIC SYSTEMS

Required as soon as possible to teach on courses including B.Eng. in Electronic Engineering, BTEC, HND and HND in Electronics and/or Engineering Software and on short courses.

Applicants should have a degree or equivalent in Electronics or Software Engineering and preferably have had relevant industrial experience.

Salary on SL Scale £12,615 - £14,820/£15,873 (award pending), starting point according to qualifications and experience.

Details and forms, to be returned by 30th October, from Administrative Assistant, Department of Engineering, Tel: (0223) 352973. (20790) 220026

BERKSHIRE
ROYAL COUNTY OF BERKSHIRE

READING COLLEGE OF TECHNOLOGY

Applications are invited for the following posts

1. Lecturer II in ACCOUNTANCY. To teach on a wide variety of courses to B/TEC HNC level.

2. Lecturer II in COMPUTER AIDED ENGINEERING. To teach to B/TEC Higher Certificate programmes.

3. Lecturer II to manage COMPUTER APPLICATIONS for TVEI and Technology students up to BTEC Diploma/A level. This post may be of interest to teachers with an electronics or physics background.

4. Lecturer I to teach practical ELECTRONICS up to BTEC National Diploma level.

5. Lecturer I in INSURANCE STUDIES. To teach on B/TEC National and CII courses.

6. Lecturer I in QUANTITATIVE METHODS. To teach on B/TEC National and Higher National programmes associated with Business Studies.

7. Lecturer I (half full-time) in LAW. To teach Institute of Legal Executives and GCE 'A' type programmes.

An equal opportunity employer.

Further particulars and application forms are available from the Principal, Reading College of Technology, King's Road, Reading RG1 4JH. Tel: Reading 583501. Forms to be returned within fourteen days of this advertisement. (20986) 220026

DE HAVILLAND COLLEGE

HEAD OF COMPUTER CENTRE

The College has a national reputation for its work in the field of Information Technology and has developed a very close working relationship with local industry and a range of national training and funding agencies. The computer facilities at the College are of an extremely high standard.

The appointment of Head of the Computer Centre will be at Principal Lecturer level and the successful candidate will be a member of the Senior Management Team of the College and an ex-officio member of the College's Academic Board.

Applications are invited from persons with appropriate qualifications and experience in Further Education who are able to exhibit proven management skills together with a flair for promoting and developing Information Technology training concepts.

The post is available from 1st January 1988.

The County has a relocation scheme with mortgage subsidy.

Salary: £14,784-£18,588 + £309 fringe allowance. Pay award pending.

Further details and application form, which should be returned by 3rd November 1987, can be obtained from the Principal, De Havilland College, Welwyn Garden City, Herts AL8 6AH. Telephone (0707) 326318 ext 21.

Appointments in Scotland

GLASGOW

KELVINSIDE ACADEMY

LIBRARIAN

A vacancy exists for a school librarian, to set up and administer a new library, currently under construction. Candidates should be qualified and have some previous experience.

Salary according to the Strathclyde scales. Starting date probably 1st December, but could be earlier by negotiation.

Applications, with curriculum vitae and names of two referees, should be sent to the Rector, Kelvinside Academy, 33 Kirklee Road, Glasgow G12 0SW. (20812) 170000

ORKNEY ISLANDS COUNCIL

Education Department

ITINERANT TEACHER OF MUSIC

RE-ADVERTISEMENT

Applications are invited from suitably qualified teachers for the above post. Applicants must be registered with the General Teaching Council for Scotland.

The post involves teaching at primary and secondary level in various schools in the county.

Salary is in accordance with the Scottish Teachers Salaries Memorandum, plus an Island Allowance of £606 per annum.

Further details and application forms (to be returned not later than Monday 26 October 1987) may be obtained from the Director of Education and Recreation Services, Council Offices, Kirkwall, Orkney, telephone (0856) 3535.

(52389)

CENTRAL REGIONAL COUNCIL
An Equal Opportunities Employer
EDUCATION DEPARTMENT

EDUCATIONAL PSYCHOLOGIST (Permanent Full-Time) (1 post)
TEMPORARY EDUCATIONAL PSYCHOLOGIST (Part-Time 3 days per week to cover a member of staff on Maternity Leave) (1 post)
Psychological Service, Stirling (tel: stirling 70069)

Salary Scale will be £12,595 to £17,658 with placing in accordance with experience.

Further details are available from the Principal Regional Psychologist.

Qualifications should include an Honours Degree in Psychology (or equivalent) and a Post-Graduate Degree in Educational Psychology. Experience in a Local Psychological Service would be an advantage.

TEACHER OF PUPILS WITH RECORDED SPECIAL EDUCATIONAL NEEDS
Graeme High School, Falkirk (1 post) (tel: Falkirk 22676/7)
Wallace High School, Stirling (1 post) (tel: Stirling 62166/7)

Further details are available from the Rectors of the Schools.

These Teachers will cater for the special education needs of a group of children whose needs are recorded under the terms of the Education (Scotland) Act., 1980.

For the above 4 posts applications are invited from suitably qualified teachers registered with the General Teaching Council for Scotland.

Application form available from the Director of Education, Room 205, Viewforth, Stirling and should be returned not later than Monday, 2nd November, 1987.

(63706)

Scottish Examination Board
SCE 1988 Examination

MARKERS

Applications are invited for appointment as Markers at the 1988 Scottish Certificate of Education examinations in the following subjects.

Computing Studies (Standard Grade)	Italian
Contemporary Social Studies	Latin
Economics	(Standard Grade)
English (Higher Grade	Modern Studies
French (Standard Grade)	Norwegian
Hebrew	Portuguese
History	Spanish
Home Economics (Standard Grade)	Swedish

Persons who acted as Markers in these subjects at the 1987 examination or who have already submitted applications will be considered automatically for appointment for the 1988 examination and should NOT apply again in response to this advertisement.

VISITING MODERATORS

In addition, applications are invited for appointment as Visiting Moderators in Modern Languages, (Standard Grade, Ordinary Grade and Higher Grade).

With regard to both of the above categories of employment, applicants should be teachers with, in the subject concerned, or a related subject, three years' presentation experience for the Scottish Certificate of Education or three years' examining experience in tertiary education.

ASSISTANT EXAMINERS IN ART AND DESIGN

Applications are invited also from persons experienced in teaching Art and Design on both the Ordinary and Higher Grades, for appointment as Assistant Examiners at the 1988 examination for the Scottish Certificate of Education. Assistant Examiners will be required to attend the Board Offices for a period of five consecutive days in June 1988, to assist with the assessment of candidates' practical work. Assessment duties will be undertaken on the basis of release from normal employment, approval for which will be sought by the Board from the employers of those selected for appointment.

Application forms, obtainable from the Director, Scottish Examination Board, Ironmills Road, Dalkeith, Midlothian EH22 1LE, should be returned to the Board by 2 November 1987.

52878

LOTHIAN REGIONAL COUNCIL
DEPARTMENT OF EDUCATION
TEACHING APPOINTMENTS

Applications are invited from registered teachers for the undernoted posts:-

	PRIMARY	Salary
HEAD TEACHER	Glencorse Primary School, Penicuik	£16,500
HEAD TEACHER (Re-Advertisement)	Prestonpans Primary School, Prestonpans	£17,499

Prestonpans Primary School is a modern, spacious school catering for P4-P7 pupils only. There is a special class attached to the school catering for pupils with mild mental and/or physical handicaps. Two teachers are currently attached to this unit.

Applications are invited from experienced registered teachers who possess a teaching qualification (Primary Education) for the undernoted post.

TEACHER FOR BI-LINGUAL PRIMARY CLASS (GAELIC/ENGLISH)
(Shortly to be established at Tollcross Primary School, Edinburgh)

Applicants will be bilingual/fluent in Gaelic. Previous experience of early education is desirable.

Salary will be in accordance with the current Scottish Teachers' Salaries Memorandum.

Application forms and further particulars may be obtained from Head of Personnel, Personnel Section, 40 Torphichen Street, Edinburgh EH3 8JJ.

Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.

Closing date for applications is 30 October 1987. (62381)

Head of Department
Grade IV
CARSHALTON COLLEGE OF FURTHER EDUCATION
Nightingale Road
Carshalton
Surrey

To be responsible for courses in:-
HOTEL AND CATERING
RECEPTION AND ACCOMMODATION
HAIRDRESSING AND BEAUTY
TRAVEL AND TOURISM

The post is available from 1st September 1988 on the retirement of the present post-holder, Mrs. Betty Sargeant.

Application form, job description and further particulars obtainable from the Acting Principal.

Closing date: 6th November 1987.

An Equal Opportunity Employer (53497)

LONDON BOROUGH OF
SUTTON

ACCRINGTON AND ROSSENDALE COLLEGE

Head of Department
(GRADE IV)
Science and Technology

This is a post offering the opportunity for an imaginative and hard-working individual to contribute to the further development of a long-established Tertiary College.

The department offers full and part-time courses to the whole range of post-16 students in Mathematics, Science, Computing, Electronics, Technology and Footwear.

Further details and application forms are available, by telephone only from the college office 0254-393521.

Applications should be returned, no later than 12 noon on Friday, 22 October, to
The Deputy Chief Administrative Officer,
Accrington and Rossendale College,
Sandy Lane,
ACCRINGTON. BB5 2AW.

Interviews will be held before the end of October.

Lancashire County Council is an Equal Opportunities Employer welcoming applications from all sections of the community.

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

BERKSHIRE
BRACKNELL COLLEGE
DEPARTMENT OF BUSINESS, CATERING AND GENERAL STUDIES
Applications are invited from graduates or professionally qualified persons for the following post, which will be available from 1 September 1988:
LECTURER GRADE I/II in LAW
The grade at which the appointment will be made will depend upon the experience and qualifications of the successful candidate.
Salary in accordance with Further Education Scales, plus London Fringe Allowance. Pay award pending.
Assistance with housing and removal expenses may be given.
Further particulars and application forms, which should be returned within 10 days of the appearance of this advertisement, from the Principal, Bracknell College, Church Road, Bracknell, Berks. RG12 1DJ. Tel: 0344 420411.
An equal opportunity employer. (16526) 220026

CAMBRIDGESHIRE
Equal Opportunities Employer
THE HUNTINGDONSHIRE COLLEGE
California Road, Huntingdon PE18 7BL
Applications are invited for the post of LECTURER GRADE I in COMPUTING. To teach computer related subjects and Information Processing throughout the College.
Salary: £6,843 - £11,865.
Starting date: 1.1.88 (or as soon as possible thereafter).
Closing date: 6.11.87.
Application forms and further details from the Principal on receipt of a large stamped addressed envelope. (16551) 220026

DERBYSHIRE
COUNTY COUNCIL
HIGH PEAK COLLEGE
LECTURER I SPECIAL NEEDS
Required from January 1988 to teach across a range of courses including YTS, CPVE and other special needs courses.
Further details and an application form are available from The Principal's Secretary, High Peak College, Harpur Hill, Buxton, Derbyshire SK17 9JZ.
Closing date - 27 October 1987.
The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin, or disability. (20279) 220026

GLOUCESTERSHIRE
COUNTY COUNCIL
MID-GLOUCESTERSHIRE TECHNICAL COLLEGE
LECTURER GRADE II IN CATERING
Required from January 1988 to be responsible for the management and teaching of catering and food service courses. Applicants must be professionally qualified with relevant practical and teaching experience.
Further details and application form from The Principal, Mid-Gloucestershire Technical College, Stratford Road, Stroud, Glos. (Tel: Stroud 3424, Ext. 231). Closing date for receipt of completed application forms is two weeks from the appearance of this advertisement. (19031) 220026

ilea
Working in Education

Closing date for all posts is 30th October 1987, unless otherwise stated.

All full-time posts are suitable for job share unless indicated otherwise.

Lecturers

JOB SHARING. All posts grade Lecturer 1 to Principal Lecturer are suitable for job share. Applications for job sharing will only be considered if submitted on a paired basis. Registers of potential job sharers are maintained for: Colleges by Karen Newbury, PS/FHE/EQ OPPS, Room 436, The County Hall, London SE1 7PB.

Adult Education Institutes by Brian Simon, PS/CEC5, Room 236A The County Hall, London SE1 7PB.

SALARY SCALES include an Inner London allowance

As a result of the Teachers' Pay and Conditions Act 1987, salary rates have now been replaced by a revised structure. The positions listed below reflect present structures but appointments will be made in accordance with new arrangements.

Associate Lecturers promote to the appropriate grade Lecturer 1 on an incremental scale £8,058 - £13,080 with a starting point depending on qualifications, training and experience. Then to £13,278 - £14,871.

Lecturer II £9,810 - £14,871
Senior Lecturer £13,830 - £16,035 (Bar £17,088)
Principal Lecturer £15,999 - £17,673 (Bar £18,803).

SARAH SIDDONS YOUTH CENTRE
North Wharf Road, London W2

Senior Lecturer
Head of Youth Centre

The Centre provides social education programme for young people between the age of 12/21 years. A balanced programme of class based activities exists on the school site and in the neighbouring youth clubs.

Applicants must be qualified teachers with wide youth work and management experience.

Assistance may be given towards household removal expenses.

Details and application forms from: Westminster Youth Office, Upper Floor, 31 Porchester Road, London W2.

WESTMINSTER ADULT EDUCATION INSTITUTE
Amberley Road, London W9

This is a newly re-organised Institute (January 1987). It is organised in three area teams and all staff are expected to be integral and active members of one of these teams.

Required as soon as possible:

Senior Lecturer

To support the Head of Department and to take responsibility for Physical Education, especially developing and improving the various sports within the department. A specialist qualification in a major sport is required.

Lecturer II (0.7)
Dance

To take responsibility for all classes within the Department, in one area, and the Dance & Movement programme throughout the Institute.

Lecturer I (0.6)
Drama

To teach and develop this subject and to encourage a wider range of student participation.

Assistance may be given towards household removal expenses.

Application forms and job description available from the Senior Administrative Officer at the above address.

CITY AND EAST LONDON COLLEGE
Bunhill Row, London EC1Y 8LQ
Department of Creative Arts

Lecturer Grade II
Hairdressing

Required to teach on a range of City and Guilds courses and to share the administration of the Hairdressing section.
Post No: 8712.

Further details and application form may be obtained by writing to the Vice Principal (Staffing), marking the envelope with the post number or by telephoning 01-638 4171. (This is a re-advertisement. Previous applicants will automatically be reconsidered for the post).

VAUXHALL COLLEGE OF BUILDING & FURTHER EDUCATION
Belmore Street, Wandsworth Road, London SW8 2JY
Tel 01-498 1234.
Business Education Department

Senior Lecturers

Required as soon as possible to become an active member of the Departmental Management Team. The post includes responsibility for employer liaison for the Department. The person appointed should be willing to adapt to meet departmental needs of the two posts.

Ref: SL/MF: To oversee Information Technology, Secretarial and Office Skills Courses.

Ref: SL/ET: To oversee BTEC National, Adult and MSC Courses

Temporary Lecturer II
CPVE

Required as soon as possible until 31 August 1988. To act as Course Administrator for CPVE within the Department and teach a range of secretarial subjects e.g. wordprocessing, typing and office practice

Department of Continuing Education

Temporary Lecturer II
Core Skills/Black Culture

Following the secondment (initially for one year) of the present post-holder as advisory lecturer for Equal Opportunities, a temporary Lecturer II is required as soon as possible to be responsible for the co-ordination of Core Skills and the teaching of Black Culture/History

Application forms and further details may be obtained from the General Office — exts. 343/357.

SOUTH WEST LONDON COLLEGE
Tooting Broadway, SW17 0TQ
Business Education Department

Principal Lecturer

To be Deputy Head of Department and have special responsibility for staff development. Subject specialism is secondary to proven organisational ability, but candidates must be able to teach over the whole range of BTEC courses. Candidates should have administrative experience at a senior level including the management of BTEC courses. Relevant industrial/commercial experience is essential.

Further details and application forms from Deputy Administrative Officer at the above address. Please quote ref: T362.

HAMMERSMITH & WEST LONDON COLLEGE
Gliddon Road, Barons Court, London W14 9BL

Lecturer II
Plasterwork

To teach on a range of plasterwork courses up to Advanced CGLI 530, to co-ordinate the work in the area and undertake course development. Post No: 133.

Lecturer I
Office Skills

To teach keyboarding and office practice on a range of courses, including school links. Candidates must be able to teach word processing.
Post No: 216.

Computer Studies/Science

To teach GCSE; GCE 'A' Level; BTEC Science and adult courses. Contribution sought to Curriculum Development and teaching across the full range of courses for the 16-19 year age group. Post No: 265.

Associate Lecturer (0.7)
Drama/Theatre Studies/Literature

To teach across a range of courses for the 16-19 age range including GCSE and GCE 'A' Level. This post is being readvertised. Post No: 279.

Application form and further details are available from the Principal (Appointments) — written requests only please, stating post number shown.
Closing date: 2nd Nov. 1987.

SOUTH LONDON COLLEGE
Knights Hill, London SE27 0TX.
Tel: 01-670 4488.
(Answerphone 01-761 6289)
Department of Physical Sciences

Lecturer I
Physics

Required for 1 January, to teach mainly Physics/Physical Science on a range of courses, including GCE 'A' Level, GCSE, BTEC National and First Diplomas and on the department's CPVE programme. It is anticipated that the successful applicant will also teach some Mathematics and Computing.

Applications are invited from graduates in Physics or a related discipline who can contribute to the work of the department in the areas indicated above.

Job description and application forms may be obtained from the College Registrar at the above address. Please enclose sae.

SOUTHWARK COLLEGE
The Cut, London SE1 8LE

Southwark College is the major provider of 16-19 Education and training in the North and Centre of Southwark. The College has a proven track record in responsiveness to Community and Employment demand.

Lecturer Grade II
Science

Required to act as co-ordinator for the teaching of Science at BTEC First Award level in the Faculty of Science and Technology.

Candidates must be able to teach integrated science, and one of more from Biology, Chemistry, and Physics, at a variety of levels.

Further details and application forms obtainable from Paulette Simone on 01-928 9561 Ext. 218.

Faculty of General Education (English Dept)

Lecturer Grade I
English as a Foreign Language

Required for January. Candidates must have a recognised teaching qualification in EFL and experience of teaching EFL at all levels to students of multi-lingual backgrounds.

Further details and application forms obtainable from Kenny Tuki on 01-928 9561 Ext. 219.

Part-Time Staff
Physical Education Specialists

Required to teach part-time hours on the following courses: City & Guilds (part 1, 2, 3, 4) Recreation and Leisure, 'A' Level Sports Studies, Special Needs, Recreation Classes.

Photography

Required to teach photography.

For further details and application forms obtainable from John Lake on 01-928 9561 Ext. 229.

SOUTH THAMES COLLEGE
Wandsworth High Street, London SW18 2PP
Department of Modern Languages

Lecturer I
English for Bilingual Students

Required as soon as possible. Candidates should be able to teach English to bilingual students across the College and to those preparing to enter mainstream courses. Ref: DML/3-87.

Application forms and further details obtainable from the Principal's Secretary. Please quote reference number and enclose sae.

SOUTH EAST LONDON COLLEGE
Breakspears Building, Lewisham Way, London SE4 1UT. Tel: 01-691 0006 (24 hour Answering Service)
Department of Engineering Production and Services

Lecturer II
Computer Aided Engineering

An experienced lecturer is required as soon as possible to be responsible for the development and running of the Computer Aided Engineering work in the department and to assist in the general development of this area of work.

Applicants must have either teaching or industrial experience of computer control in a Manufacturing and/or Process industry. The successful candidate will be expected to teach on a range of courses from school link to industrial courses at Part 3 City and Guilds level. Ref: EPS68.

Assistance may be given towards household removal expenses.

Department of Mechanical and Industrial Engineering

Lecturer II
Computer Aided Engineering

A person with an appropriate engineering qualification is required as soon as possible to teach a wide variety of City & Guilds and BTEC classes possibly including some aspects of workshop practice or engineering drawing but primarily for the applications of computers in design, draughting and manufacture.

Applicants should have a sound knowledge of CAD systems and some experience with CNC machines or industrial robots. They should possess the potential to continuously update and develop their own expertise in advanced computer systems and they should be capable of setting up and teaching the latest equipment as it becomes available. Ref: MIE19.

Assistance may be given towards household removal expenses.

Further information and application forms may be obtained from the College at the above address.

HACKNEY COLLEGE
Hackney College, Keltan House, 89 Mare Street, E8 4RG. Tel: 01-985 8484 ext. 294.

Hackney College is a large, multi-site college serving a wide area of North and East London in the provision of general prevocational and vocational education and training. For some more specialised training the College is also recognised as both a regional and national centre.

Faculty of Built Environment

Lecturer I
Plumbing

To teach Plumbing Craft Theory and Practice up to CGLI Advanced Craft standard. Applicants must have relevant industrial experience.
Post No: 6002.

Application forms and further details may be obtained from Mrs A Yarrow at the above address.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

Birmingham City Colleges

HANDSWORTH TECHNICAL COLLEGE

LECTURER I
(Temporary)
Industrial Language Training Unit

The Unit provides a training and consultancy service related to an anti-racist/equal opportunity communications initiatives in the workplace. You will be expected to contribute to the various functions of the unit: promotion, design and delivery of training. Temporary until 29.2.88 to cover maternity leave.

Further particulars and application forms from: The Principal's Secretary, Handsworth Technical College, Soho Road, Birmingham B21 9DP. Tel: 021-551 6031.

COLLEGE OF FOOD, TOURISM AND CREATIVE STUDIES

LECTURER I
General Studies

To teach Applied Social Studies and Communications to a variety of students ranging from craft to HND level. You should be a graduate and/or hold other appropriate qualifications.

Further particulars and application forms from: Anne Hartill, Birmingham College of Food, Tourism and Creative Studies, Summer Row, B3 1JB. Tel: 021-235 2775.

SUTTON COLDFIELD COLLEGE OF FURTHER EDUCATION

LECTURER I
(2 posts)

Appropriately experienced and/or qualified applicants are required, as soon as possible, to teach the following:

Business and Management Studies

Electrical/Electronics

Further particulars and application forms from: The Principal's Secretary, Sutton Coldfield College of Further Education, Lichfield Road, Sutton Coldfield, B74 2NW. Tel: 021-355 5671.

Salary for all the above jobs: £6,843-£13,656 (under review).

Closing date 14 days after the appearance of this advertisement. Job sharers welcome.

"The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability."

CENTRAL REGIONAL COUNCIL
An Equal Opportunities Employer
EDUCATION DEPARTMENT
CLACKMANNAN COLLEGE OF FURTHER EDUCATION
Department of Commerce and Business Studies

SLI DISTRIBUTION STUDIES

Applicants should possess a relevant degree or diploma. The successful candidate will be expected to assume responsibility for the development of the SCOTVEC National Certificate Modules in distribution throughout the College, for full-time and part-time students. Relevant commercial and teaching experience is essential.

Salary £9,840-£13,398

LECTURER 'B' CATERING

Applicants should be members of the HCIMA or hold a C & G 706-3 Certificate. The post will involve teaching food preparation and the successful applicant will have considerable experience in this field.

LECTURER 'B' SECRETARIAL STUDIES

Applicants should have a relevant degree or diploma. The post will involve teaching a wide range of secretarial and clerical subjects within National Certificate Modular Programmes.

Salary for above two posts: £9,093-£13,398

Application forms and further details can be obtained from The Director of Education, Room 211, Viewforth, Stirling, Telephone: Stirling (0786) 73111, Ext. 402. Forms should be returned to the Principal, Clackmannan College of Further Education, Branshill Road, Alloa, FK10 3BT, not later than 15 days after the appearance of this advertisement.

(53716)

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

Unless otherwise stated the following are required for the 1st January 1988, and the closing date is 29th October, 1987.

Application forms/further details available from the Principal at the College. (SAE please).

LANCASTER & MORECAMBE COLLEGE
Morecambe Road, Lancaster
Required as soon as possible
LECTURER I – SHEET METAL AND LIGHT VEHICLE BODY REPAIR. The ability to offer welding as an additional subject would be an advantage.

Re-Advertisement
BURNLEY COLLEGE
Shorey Bank, Ormerod Road, Burnley.
Required as soon as possible
LECTURER I – BUSINESS STUDIES with special responsibility for Trade Union Studies courses.

NELSON & COLNE COLLEGE
Scotland Road, Nelson
3 Posts
LECTURER I – PHOTOGRAPHY. To take resonsibility for the curriculum area of Photography and teach on Pre-Vocational, GCSE, GCE 'A' level in Art and Design Foundation courses.
ASSOCIATE LECTURER (60% of Lecturer I) – CERAMICS. To teach Pre-Vocational, GCSE and GCE to 'A' Level and to Special Needs Groups.
LECTURER I – GRAPHICS. To teach on GCSE, GCE, 'A' Level and Art & Design Foundation Courses.

52329

CYNGOR SIR GWYNEDD COUNTY COUNCIL

ADRAN ADDYSG

ADDYSG BELLACH

Coleg Pencraig, Llangefni
Yn eisiau ar gyfer 1af o Ionawr 1988:

DARLITHYDD MEWN CYFRIFIADUREG

I ddysgu Cyfrifiadureg ar gwrs CAT/B Astudiaethau Cyfrifiadur yn ogystal ag agweddau o Gyfrifiadureg a Thechnoleg Gwybodaeth ar nifer o gyrsiau eraill. Dylai ymgeiswyr feddu ar gymwysterau addas yn ogystal â phrofiad o ddysgu ac o fyd busnes.

Bydd gwybodaeth o'r Gymraeg yn fanteisiol am y swydd uchod.

Cyflog yn unol â Graddfa Addysg Bellach Burnham I Ddarlithydd Gradd I – £6,843 - £11,865 (dan ystyriaeth)

Ffurflenni cais a manylion pellach oddi wrth y Prifathro, Coleg Pencraig, Llangefni (Ffôn: Llangefni 750101). Dyddiad cau: 30 Hydref 1987.

EDUCATION DEPARTMENT

FURTHER EDUCATION

Coleg Pencraig, Llangefni
Required for 1st January, 1988:

LECTURER IN COMPUTING

to teach Computing on the BTEC Computer Studies Course as well as aspects of Computing and Information Technology on numerous other courses. Applicants should possess suitable qualifications together with experience of teaching and the business world.

Knowledge of Welsh will be an advantage for the above post.

Salary in accordance with Burnham Further Education Scale for Lecturer Grade I – £6,843 - £11,865 (under review).

Application forms and further particulars from the Principal, Coleg Pencraig, Llangefni. (Tel: Llangefni 750101). Closing date: 30 October 1987.

(52335)

ORPINGTON COLLEGE OF FURTHER EDUCATION

Required from 1 January or 1 May 1988

Lecturer Grade 1 in Psychology

to teach up to G C E 'A' Level standard. Further details and application form from:

The Principal
Orpington College of Further Education
The Walnuts
High Street,
ORPINGTON,
Kent BR6 0TE
(Orp 39336)

(52168)

Bromley
THE LONDON BOROUGH

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

DEVON

An Equal Opportunities Employer
SOUTH DEVON COLLEGE OF ARTS & TECHNOLOGY
Department of Business & Administration
LECTURER II IN BUSINESS & MANAGEMENT STUDIES
Required from 1 January 1988.

A Lecturer who is able to teach a variety of subjects including 'A' Level Business Studies and BTEC National Organisation in its Environment. The ability to make a contribution to the development of the management teaching programme within the College will be a particular recommendation.

SALARY SCALE: LII £8,959 - £13,656 pa (Burnham FE Report). Placing on scale according to qualifications and experience.

Further details and application form available from the Chief Administrative Officer, South Devon College of Arts & Technology, Newton Road, Torquay TQ2 5BY, Devon, returnable by 30 October 1987 (SAE please). (20210) 220026

HEREFORD AND WORCESTER
COUNTY COUNCIL

WORCESTER TECHNICAL COLLEGE

DEPARTMENT OF ENGINEERING

Applications are invited for the following post, which is tenable from 1st January 1988 or as soon as possible thereafter.

Lecturer Grade II in Electronics Servicing/Microelectronics.

To develop the area of Industrial Electronics Servicing and to teach electronics servicing and/or microelectronics across the broad range of City and Guilds, BTEC and Short Course provision of the department. An ability to offer Radio/TV/Video Servicing would be a distinct advantage.

Salary: Lecturer Grade II £8,595 - £13,656. (Position on scale dependent on qualifications and experience).

Further details and an application form can be obtained from The Principal, Worcester Technical College, Deansway, Worcester WR1 2JF, upon receipt of a stamped, self-addressed envelope, foolscap size. (Please quote reference E/TES). (20807) 220026

DURHAM

NEW COLLEGE DURHAM
An Institution of Further and Higher Education
LECTURER II COMPUTER EDUCATION
This is a joint appointment between the College and the L.E.A. involving the design and delivery of in-service courses for teacher and contributing to courses in I.T. across the College.

LECTURER I COMPUTING AND INFORMATION TECHNOLOGY

The School of Computing Studies is responsible for servicing a wide variety of Computing and I.T. courses across the College, ranging from YTS and GCSE to BTEC Higher and Degree level, and is seeking to appoint a person of drive and initiative to assist with this work as well as contributing to the School's own specialist computing activities.

Application forms and further particulars are available from:- The Principal, New College Durham, Framwellgate Moor Centre, Durham DH1 5ES.

Completed application forms should be returned by Saturday 31st October 1987.
(20282) 220026

EAST SUSSEX

BRIGHTON COLLEGE OF TECHNOLOGY

Required for January 1st Lecturer in Food Technology and General Science. Applicants should be graduates or hold quivalent professional qualifications. Recent industrial and/or teaching experience would be an advantage. The successful candidate will be expected to teach to all levels, up to and including H.C.I.M.A.

Salary to £11,865 (ultimately £13,656).

Relocation grants n approved cases.

Further detals from Personnel Office, Brighton College of Technology, Pelham Street, Brighton BN1 4FA. Tel: (0273) 685071, Ext. 322 (Ref. 649). Closing date: October 21st.
(22913) 220026

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
SOUTH KENT COLLEGE
DEPARTMENT OF ENGINEERING
Lecturer Grade I required as soon as possible to teach Electrical/Electronic subjects up to HNC level.

Candidates will ideally be graduates, chartered engineers, but other suitably qualified persons would be considered.

For further particulars and application form apply to the Principal, South Kent College, Shorncliffe Road, Folkestone, Kent CT20 2NA (0303 56661).

Closing Date for Applications: Friday 30 October 1987.
(19071) 220026

Lothian Region Colleges of Further Education

STEVENSON COLLEGE

TEMPORARY LECTURER 'B' SPECIAL NEEDS (for 1987/88 Session)

For 17 hours class contact per week. Some teaching on YTS Special Needs but also to have specialist advisory role to all College YTS programmes. Experience of a wide range of special needs and of teaching young people essential. Specialist qualification and Further Education experience desirable.
Salary on Scale: £9,093 - £13,398 pro rata (under review)
Application forms and further particulars may be obtained from The Personnel Office, Stevenson College of Further Education Bankhead Avenue, Edinburgh. Tel no. 031 453 6161.

CO-ORDINATOR TRAINING PROJECT FOR PEOPLE WITH PHYSICAL DISABILITIES

A co-ordinator at Senior Lecturer level is required for an innovative training project for people with disabilities. The skills training areas are secretarial, business and computer studies. Professional background of applicants need not be in these areas, but considerable administrative experience and understanding of disability are essential.
The appointment will initially be for three years; secondment from present employment may be considered.
Salary Scale: Senior Lecturer I £9840 - £13,398
Further particulars and application forms are available from the Personnel Office, Stevenson College of Further Education, Bankhead Avenue, Sighthill, Edinburgh. Tel 031 453 6161 to which they should be returned within fourteen days.

TELFORD COLLEGE

SENIOR LECTURER II ART AND DESIGN

Salary on Scale: £12,318 - £14,463 (under review)
This is a key post providing an excellent opportunity to play a major part in the organisation and development of a progressive and expanding Art and Design Department.
The successful applicant will assist the Head of Department in the management and co-ordination of the work of the Department. Responsibilities include management of the SCOTVEC National Diploma Course in Art and Design and counselling art and design students.
Applicants should possess a Degree or equivalent in Art and Design and be teacher trained. We require good administrative and counselling abilities together with an enthusiastic approach to teaching in any of the art and design disciplines.
Application form and further details from Personnel Assistant, Telford College of Further Education, Crewe Toll, Edinburgh EH4 2NZ. Tel no. 031 332 2491

Lothian Regional Council is an Equal Opportunities Employer and will prevent discrimination particularly on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.

(52362)

GRAMPIAN REGIONAL COUNCIL

ABERDEEN TECHNICAL COLLEGE

LECTURER 'B' IN CATERING STUDIES

Salary scale £9,093 - £13,398 (under review)

Applicants should hold an appropriate qualification at Higher National Diploma level or above and have suitable industrial experience for this post teaching Hotel Reception, Billing, Stock Control and elements of Supervision and Management to Technician level. Expertise in Food Service Subjects an advantage.

Application forms and further details from Director of Education, F.E. & Admin. Staffing, Woodhill House, Aberdeen AB9 2LU, with whom applications (2 copies) should be lodged by November 2.
(19356) 220026

GUERNSEY

STATES OF GUERNSEY
STATES EDUCATION COUNCIL
GUERNSEY COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES
SENIOR LECTURER IN ACCOUNTANCY
Applications are invited from those who hold a recognised professional accounting qualification who have relevant teaching/commercial experience, for the above post. Duties to commence on 1st January, 1988, or as soon thereafter as possible.

In addition to teaching on business studies/professional courses the job requires considerable administrative ability. The person will be in charge of the teaching, administration and development of courses in this division of the Department.

Salary will be in accordance with Burnham scales for Senior Lecturers in Further Education (under review).

Please telephone for application forms and further details of the post to the Director of Education, Education Department, P.O. Box 32, La Couperderie, St Peter Port, Guernsey. (Tel: 0481 710821, Ext. 214) to whom completed forms should be returned by Thursday, 29th October, 1987. (20668) 220026

HAMPSHIRE

FARNBOROUGH COLLEGE OF TECHNOLOGY

LECTURER GRADE II/SENIOR LECTURER IN GENERAL AND PERSONNEL MANAGEMENT

To teach in a wide range of professional courses. Applicants should have graduate or equivalent professional qualifications and also managerial/commercial experience. Hampshire County Council pursues a policy of equality of opportunity. Applications are particularly welcome from people with disabilities.

Further details from Personnel Section, Farnborough College of Technology, Boundary Road, Farnborough, Hants. GU14 6SB (Tel: 0252 515511, Ext. 210).

Closing date: 30th October, 1987. (19345) 220026

ENFIELD

LONDON BOROUGH OF ENFIELD
EDUCATION DEPARTMENT
DEPARTMENT OF GENERAL EDUCATION STUDIES
Ref. SU21: TEMPORARY LECTURER I FOR ENGLISH/COMMUNICATIONS/M.SC. WORK
Applications are invited from suitably qualified persons for the above post, from 1st November 1987 or as soon as possible thereafter, to replace a member of staff of the Department who will be on secondment.

The person appointed will be expected to teach on a range of courses which may include GCSE Communications, GCSE English, the College's Work Preparation Course and on other Youth Training Scheme Courses.

Salary Scale - Lecturer Grade 1 (including London Weighting) £7,638 - £12,660 (salary under review). The initial placing on this scale depends on qualifications and experience.

Application forms and further particulars (SAE) from - The Principal, Enfield College, 73 Hertford Road, Enfield EN3 5HA (Tel: 01-443 3434 quoting reference SU21).

Completed application forms are to be returned to the Principal by Friday 30th October 1987.

An equal opportunity employer. (20234) 220026

STOKE ON TRENT
CAULDON COLLEGE OF FURTHER AND HIGHER EDUCATION

Senior Lecturer in Fashion

Salary: £12,615 - £14,820 (Bar) (under review)

Applicants should be professionally qualified in Fashion and relevant teaching experience is desirable. The successful applicant will lead a team of specialist staff involved in providing courses of study in Fashion and Creative Arts.

This is a re-advertisement, previous applicants remain under consideration.

Application forms and further particulars for the above post are available from The Vice Principal, Stoke on Trent Cauldon College of Further and Higher Education, Stoke Road, Shelton, Stoke on Trent ST4 2DG.

Telephone: Stoke on Trent (0782) 202561 ext 327 or 306.

Closing date for applications: 14 days after the appearance of this advertisement.

Canvassing will disqualify.

Trade Union Membership encouraged.

(52300)

Staffordshire County Council
An Equal Opportunity Employer

COUNTY OF AVON
WESTON-SUPER-MARE COLLEGE OF FURTHER EDUCATION
SCHOOL OF BUSINESS STUDIES

Required for January 1st 1988 or as soon as possible thereafter.

Lecturer I in Business Studies to teach on GCSE and 'A' level courses and offer an input to professional courses.

Preference would be given to candidates with experience of running short courses for small businesses.

Salary: £6843 - £11,865 (under review)

Closing date: 2nd November 1987

Interview date: 17th November 1987

Further particulars and an application form from:
The Principal
Weston-super-Mare College of Further Education
Knightstone Road
Weston-super-Mare
Avon BS23 2AL
Tel: 21301

Avon is an Equal Opportunities Employer

COLLEGES OF FURTHER & TERTIARY EDUCATION
continued

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
MID KENT COLLEGE OF HIGHER AND FURTHER EDUCATION
DEPARTMENT OF BUILDING AND CIVIL ENGINEERING
LECTURER GRADE I IN CARPENTRY AND JOINERY
Applications are invited for the above mentioned post to commence as soon as possible. Candidates must possess at least the Advanced Craft - Carpentry and Joinery and the Full Technological Certificate of the City and Guilds of London Institute in the above named craft. Salary Scale £6,843 - £11,865.

Application forms and further details available from The Principal, Mid Kent College of Higher and Further Education, Horsted, Maidstone Road, Chatham, Kent ME5 9UQ. Tel: 0634 44470, Ext. 212 to whom completed forms should be returned by 28th October 1987.
(19070) 220026

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
WEST KENT COLLEGE OF FURTHER EDUCATION
Brook Street, Tonbridge, Kent
Lecturers required for the following posts:

LECTURER I in LAW required to teach across the wide range of courses offered by a large Secretarial Department. Teaching experience and/or teacher training is most desirable, business legal experience useful. Previous applicants need not re-apply.

LECTURER I to teach primarily Commerce and Economics as part of the Professional Studies content of Secretarial Courses which range from post GCE 'A' level Bilingual Diploma and Personal Assistant to post 'O' level General Secretarial. The ability to offer subjects chosen from Law, Book-keeping or Accounts would be an advantage.

SALARY SCALE: LI £6,843 - £11,865 rising to £13,656 starting salary dependent on experience and qualifications.

CLOSING DATE FOR APPLICATIONS - TWO WEEKS AFTER APPEARANCE OF THIS ADVERTISEMENT.

For further details and application form please apply:- Chief Administrative Officer, West Kent College of Further Education, Brook Street, Tonbridge, Kent TN9 2PW.
(19069) 220026

Barnfield College

SCHOOL OF ART & DESIGN

Applications are invited for the following full-time post in the School of Art and Design, which becomes vacant on 1st January 1988.

SENIOR LECTURER IN GRAPHIC DESIGN

- to undertake responsibility for the development of a curriculum to meet the changing needs of industry.
- to co-ordinate the School's Graphic Design, Photographic and associated studies on BTEC, YTS and Adult Training courses.
- to teach within his/her own discipline.

Salary Scale: £12,615 – £15,873 pa

For further details and application form please apply to Miss M Lawrence at the College. Completed application forms should be returned to the Principal, James Horrocks, by Friday 6th November 1987.

(52347)

Coleg y Drindod, Caerfyrddin Trinity College, Carmarthen
DYFED SA31 3EP

Prifathro D. CLIVE JONES DAVIES, M.A., M.Phil., Principal

Lecturer II/ Senior Lecturer

Applications are invited from qualified teachers for a post in the Science Department to assist in the teaching of aspects of

Environmental Education

Candidates will be expected to have a strong interest in the management of the countryside and have a sound appreciation of the value of the natural environment as a teaching resource in the primary school.

An ability to teach through the medium of Welsh will be an advantage.

Further particulars and application forms may be obtained from the PRINCIPAL to whom applications should be forwarded by FRIDAY, 30th OCTOBER, 1987.

52327

BOURNEMOUTH & POOLE COLLEGE OF FURTHER EDUCATION

Vacancies exist for:

COORDINATOR FOR SPECIAL EDUCATION NEEDS (Senior Lecturer)

A new post to lead the College's development of special courses and of integrated provision for the full range of special needs students.

L1 BUSINESS STUDIES FOR CPVE STUDENTS (Temp 1 yr)
L1 SECRETARIAL STUDIES (2643)
L1 HOME ECONOMICS to teach a range of F/T & P/T vocational courses in Community Care to BTEC Nat Dip level (2756)
L1 COMMUNICATION SKILLS & SOCIAL STUDIES to teach a range of F/T & P/T groups to BTEC Nat Dip level (2858)
L1 TRAVEL & TOURISM (2667)
L2 TRAVEL & TOURISM (2661)
L2 COMPUTING (2718)

Salary (under review): L1 (£6843-11865, L2 (£8595-13656) SL £12615-15873)

Further details and application form from Principal's Secretary, BPCFE, North Road, Parkstone, Poole, BH14 0LS Tel: 0202 747600

(53701)

DORSET County Council

KNOWSLEY

METROPOLITAN BOROUGH OF KNOWSLEY

KIRKBY COLLEGE OF FURTHER EDUCATION

Required for 1st January 1988 or earlier if possible

LECTURER I in BUSINESS STUDIES to teach on the BTEC National and a range of other business studies courses.

Applicants should be able to teach at least two of the following - Business Information Technology, Distribution, Finance, Marketing, The Organisation in its Environment and Retailing.

Further particulars and application forms may be obtained from The Principal, Kirkby College of Further Education, Cherryfield Drive, Kirkby, Merseyside L32 8SF, Tel: 051-443 4324, to whom they should be returned within 14 days from the appearance of this advertisement. (15295) 220026

LEICESTERSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
CHARLES KEENE COLLEGE OF FURTHER EDUCATION
Painter Street, Leicester LE1 3WA
DEPARTMENT OF HUMANITIES & SOCIAL SCIENCES
LECTURER GRADE 1 IN ENGLISH (2 POSTS)
Applications are invited for two permanent full-time posts in English as follows:-

1. LECTURER GRADE 1 - graduate in English with a teaching qualification to teach a wide range of English language and English Literature to A level and G.C.S.E. classes. An interest in E.S.L. would be an advantage. The successful candidate will commence as soon as possible.

2. LECTURER GRADE 1 - to cover a wide range of work in E.S.L., G.C.S.E. and Communications. This post is available from 1st January 1988.

Further details and application forms are available on receipt of S.A.E. from the Principal at the College. Closing date for applications is 27th October 1987.

Asians and Afro-Caribbeans are under represented in this area of the Council's work and are therefore positively encouraged to apply. (20752) 220026

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

SOUTH FIELDS COLLEGES OF FURTHER EDUCATION
Aylestone Road, Leicester LE2 7LW

TEMPORARY LECTURER GRADE I IN HAIRDRESSING STUDIES

Applications are invited from suitably qualified persons for a temporary full-time post to teach hairdressing and related subjects to full-time and part-time students preparing for City and Guilds qualifications.

An advanced Hairdressing qualification and good industrial experience is expected, together with the ability to teach gentlemen's hairdressing and/or some experience in postiche work would be an advantage.

The Hairdressing Section enjoys a high reputation and applicants with a strong fashion sense and interest in competition work would be welcome.

Application forms and further details are available from the Principal at the College. Applications to be returned within 10 days of the appearance of this advertisement.

Asians and Afro-Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply.
(20912) 220026

NOTTINGHAM

COUNTY COUNCIL
CLARENDON COLLEGE OF FURTHER EDUCATION
Pelham Avenue, Mansfield Road, Nottingham NG5 1AL
Lecturer Grade I £6,843 - £11,865 p.a.
(pay award pending)
LECTURER IN ENGLISH AND COMMUNICATIONS
Required from 1 January 1988 or as soon as possible thereafter. Applicants will be highly motivated by a commitment to and knowledge of teaching these subjects across the curriculum. They should be graduates in English and hold a teaching qualification, experience in Further Education and an interest in Pastoral Work would be an advantage.

Application forms and further particulars are available from and returnable to the Acting Principal at the College at the above address. Tel: Notts (0602) 607201. Closing date 30 October.

An Equal Opportunity Employer. (19378) 220026

EDUCATION DEPARTMENT

Lecturer II – Quantitative methods/ Information Technology

Crawley College

Salary: £8,595 – £13,658 p.a. (pay award pending) plus £309 p.a. London Fringe allowance.

We need a quantitative specialist to teach college based and in-company courses for 1st January 1988.

The ideal applicant would have a degree or equivalent membership of a professional institute, recent line management experience and experience of the applications of micro computers to management decision making and control systems.

Application form and further details from the Principal, Crawley College of Technology, College Road, Crawley, West Sussex. RH10 1NR (s.a.e please) or telephone 0293 25686 Ext 202. Closing date: 26 October 1987.

(52394)

west sussex

DE HAVILLAND COLLEGE
The Campus, Welwyn Garden City, Herts.

Lecturer
In Finance and Accounting
for BTEC National and other courses (preferably with the ability also to teach marketing and advertising) with effect from 1 January 1988. Applicants should be well qualified and have relevant business experience.

Lecturer and Tutor Librarian
Qualified, preferably with experience of teaching or working in an educational Library is required as soon as possible, to teach information skills throughout the College and to assist in the administration of the Library.
The College is a member of Hertis.

Lecturer
In Travel and Tourism.
Applicants should have successful background in the Travel or Tourism industry. Applications would be welcome from people currently in any sector of the industry or with experience in teaching these subjects. Applicants will need the enthusiasm and imagination to join a very professional and committed team.
Salary: £6843 - £13656 per annum plus £309 "fringe" allowance. Pay award pending.
Further details and application forms, which must be returned by 30 October 1987 may be obtained from The Principal, de Havilland College, The Campus, Welwyn Garden City, Herts, AL8 6AH (telephone 0707 326318 ext 21).
(52...)

OXFORDSHIRE

LII IN SUPERVISORY AND MANAGEMENT STUDIES
An experienced teacher with a managerial background is required to teach supervisory and management studies on a range of qualification and short courses.
LII IN BUSINESS STUDIES
who can contribute to a range of B.T.E.C. and secretarial Courses and offer one or more specialisms in addition to Office Skills.

Applications to be returned within 10 days to: The Principal, Abingdon College, Northcourt Road, Abingdon, Oxon OX14 1NN. (20636) 220026

OXFORDSHIRE

COUNTY COUNCIL
An Equal Opportunity Employer
OXFORD COLLEGE OF FURTHER EDUCATION
Oxpens Road, Oxford OX1 1SA
Applications are invited for the post of
LECTURER I (TEMPORARY): TRAINING FOR SKILLS (YTS) to assist in the provision of Youth training Schemes in a variety of occupational areas for 300 trainees.

Salary: £6,843 - £11,865.

Application forms and further particulars may be obtained from the Principal, Oxford College of Further Education, Oxpens Road, Oxford OX1 1SA (SAE please). Closing date: Friday, 30 October 1987.
(20207) 220026

KILBURN POLYTECHNIC
Priory Park Road, Kilburn NW6 7UJ

DEPARTMENT OF FASHION, FOOD AND COMMUNITY STUDIES

LECTURER I IN HOME ECONOMICS

(Temporary Unestablished) Post No. 87/25)

Required as soon as possible until 31st August to replace a member of staff on maternity leave.

Candidates should possess appropriate Home Economics qualifications and be prepared to teach practical cookery and related theory, Home Economics and Food and Nutrition on CPVE and Social Care Courses.

Salary: Lecturer I £6643 – £11865
plus London Allowance of £1215 per annum

Brent is an equal opportunities employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians, gay men and from disabled persons.

Brent is fully committed to Multi-Cultural Education.

Further particulars and an application form, returnable within 14 days of this advertisement may be obtained from the Principal on receipt of a S.A.E.

52363

London Borough of **BRENT**

BARROW IN FURNESS
COLLEGE OF FURTHER EDUCATION
Howard Street, Barrow in Furness, Cumbria LA14 1NB
Tel: (0229) 25017

LECTURER GRADE II IN MECHANICAL ENGINEERING AND PRODUCTION

Required as soon as possible to teach Manufacturing Technology and Associated subjects to students following BTEC Higher National Diploma and BTEC Higher National and National Certificate courses. Applicants should hold a teaching certificate, have relevent industrial experience and Production Engineering qualifications.

Salary Scale: £8,595 - £13,656.

Further particulars and application forms from the Principal. Closing date 30.10.87.

(52343)

GRANTHAM COLLEGE OF FURTHER EDUCATION,
Stonebridge Road, Grantham, Lincs.
Telephone (0476) 63141.

DEPARTMENT OF BUSINESS STUDIES

SENIOR LECTURER IN BUSINESS STUDIES

Required from 1st January 1988 a Senior Lecturer to be responsible for that part of the Department's work involving Computing, Accoutancy, Finance, Professional and Management Studies.

Applicants should be enthusiastic and have had previous teaching experience. The ability to teach Accountancy and the use of computers for accounting applications is essential.

Further particulars and application form may be obtained from the Principal and should be returned within ten days of the appearance of this advertisement.

Lincolnshire
County Council

COLLEGES OF FURTHER & TERTIARY EDUCATION

continued

LEICESTERSHIRE
COUNTY COUNCIL

An Equal Opportunity Employer

HINCKLEY COLLEGE OF FURTHER EDUCATION
London Road, Hinckley, Leics. LE10 1HQ

SENIOR LECTURER IN DEPARTMENT OF COMMUNITY STUDIES

Required for January 1st 1987 to take responsibility for all servicing work including co-ordination of GCSE provision, and the developing and marketing of departmental courses.

HEAD OF DEPARTMENT OF KNITTED TEXTILES (GRADE 2)

The Department has an excellent reputation both nationally and internationally in the field of knitted textiles. Due to the retirement of the postholder a vacancy now exists for an enthusiastic and innovative person with extensive industrial and/or teaching experience. The successful candidate will be expected to take up the post on 1st January 1988.

Further details and application forms for both the above posts are available on receipt of a large SAE from the Principal at the college. Closing date for applications is 27th October 1987.

Asians and Afro-Caribbeans are under represented in this area of the Council's work and are therefore positively encouraged to apply.
(20913) 220026

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

RICHMOND UPON THAMES COLLEGE

SCHOOL OF ARTS

LECTURER I IN PHYSICAL EDUCATION

Salary Scale: £6,843 - £11,865 plus £795 Outer London Allowance

Required from 1st January 1988, a qualified teacher of Physical Education, preferably with experience of the 16-19 age group and willing to teach a wide range of activities and to be responsible for Rugby. Applicants will be required to teach on the following courses: 'A' level Sport Studies; GCSE Physical Education; BTEC Leisure; and the C.C.P.R. Community Sport Leaders Award.

Forms and further details (foolscap s.a.e. please) from: Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham, Middlesex TW2 7SJ. To be returned by: 30th October 1987. (19381) 220026

RICHMOND UPON THAMES
LONDON BOROUGH OF RICHMOND UPON THAMES

(An equal opportunity employer)

RICHMOND UPON THAMES COLLEGE

SCHOOL OF BUSINESS STUDIES & HUMANITIES

LECTURER I IN GEOGRAPHY & ECONOMICS

Salary Scale: £6,843 - £11,865 plus £795 Outer London Allowance

Required from 1st January 1988. An honours graduate in a relevant discipline and who has successfully completed a course in Teacher Training is required in the Economics/Geography Team. The successful candidate must be able to teach 'A' Level Geography (both Human and Physical aspects) and Economics or Business Studies to G.C.S.E. students. A willingness to become involved in the teaching of C.P.V.E. and B/TEC First Award is also necessary.

Forms and further details (foolscap s.a.e.) from: Administrative Assistant (Personnel), Richmond upon Thames College, Egerton Road, Twickenham, Middlesex TW2 7SJ. To be returned by: 30th October 1987. (20651) 220026

WEST SUSSEX
EDUCATON DEPARTMENT
LECTURER IN SECRETARIAL STUDIES (TEMPORARY)
SCHOOL OF SECRETARIAL STUDIES
CHICHESTER COLLEGE OF TECHNOLOGY
Salary: Grade I
Required for 1 January 1988, to teach Teeline shorthand/Typewriting, Word-Processing/Secretarial and Office Studies across a range of full-time and part-time courses including RSA, BTEC, CPVE, YTS and JTS programmes.

Teaching experience desirable and recent commercial experience an advantage.

Further details and application form available from: The Principal, Chichester College of Technology, Westgate Fields, Chichester, West Sussex PO19 1SB. (22901) 220026

SEFTON
METROPOLITAN BOROUGH OF SEFTON
EDUCATION COMMITTEE
HUGH BAIRD COLLEGE OF TECHNOLOGY
Balliol Road, Bootle L20 7AE
LECTURER (Grade I) POST (HALF FULL-TIME POST OF 15 HOURS)
Required to teach GRAPHIC related subjects within DISPLAY.

The person appointed will be responsible to the Display Design Co-ordinator for the development of graphic related skills for use in display, to include basic graphic/photographic imagery; lettering, showcard layout, corporate image and point of sale; and to oversee the progress of extended written studies by Diploma level students.

Application forms and further particulars (s.a.e. please) may be obtained from the Principal of the College to whom they should be returned by Friday, 30th October 1987.

Sefton is an Equal Opoportunity Employer.

Canvassing will disqualify.
(20941) 220026

SHEFFIELD
GRANVILLE COLLEGE
LECTURER GRADE I - PROFESSIONAL COOKERY
Salary Scale within the range - Lecturer Grade I £6,843-£13,656

Applications are invited from suitably qualified candidates with a background of professional cookery acquired in first class establishments for the above post.

Application forms and further particulars from the Acting Chief Administration Officer, Granville College, Granville Road, Sheffield S2 2RL Tel: 0742-760271, Ext. 284. Closing date 26th October.

Sheffield Council is an Equal Opportunity Employer.
(19027) 220026

SHROPSHIRE
OSWESTRY COLLEGE
College Road, Oswestry, Shropshire SY11 2SA

Tel: Oswestry 653067

LECTURER II (Salary £8,595 to £13,656) SECRETARIAL SECTION LEADER. A responsible position within the Business Studies Divisional Management Team. Duties will include resource management and curriculum development as well as teaching secretarial skills. Applicants should have both business and teaching experience and be suitably qualified.

To take up post 1st January 1988.

Further details of the post and the College are available from the Principal, Oswestry College, College Road, Oswestry, Shropshire SY11 2SA. Applications by letter (including CV) to be received by not later than 23rd October 1987.
(20835) 220026

WEST SUSSEX
EDUCATION DEPARTMENT
LECTURER IN CARPENTRY & JOINERY (TEMPORARY)
DEPARTMENT OF CONSTRUCTION
CRAWLEY COLLEGE OF TECHNOLOGY
Salary Grade 1
Required at once for a temporary appointment until next summer. Applicants should be qualified to advanced City & Guilds certificate level and be prepared to teach both theory and workshop subjects.

Application forms and full details from the Principal, Crawley College of Technology, College Road, Crawley, W. Sussex RH10 1NR, enclosing a stamped addressed envelope. (22902) 220026

WEST SUSSEX
EDUCATION DEPARTMENT
LECTURER I IN FOOD SCIENCE & NUTRITION
DEPARTMENT OF FOOD & FASHION
CRAWLEY COLLEGE OF TECHNOLOGY
Salary: Grade I
Required for January 1988; to teach CGLI & BTEC courses in catering. Applicants should have a degree in a relevant subject area, industrial experience connected with the food industry and teaching experience. Teaching qualification desirable.

Application forms and full details from the Principal, Crawley College of Technology, College Road, Crawley, W. Sussex RH10 1NR, enclosing a SAE please. (20928) 220026

WILTSHIRE
COUNTY COUNCIL

CHIPPENHAM TECHNICAL COLLEGE
Cocklebury Road, Chippenham, Wilts. SN15 3QD

DEPARTMENT OF COMMUNICATIONS AND MEDIA STUDIES

LECTURER I IN MEDIA AND PHOTOGRAPHY

Required for 1 January or as soon as possible thereafter, to teach Media Studies and Communications to 'A' level. Candidates should have teaching experience, a degree or equivalent qualification, and be conversant with current practice in TV, video, film and photography. Relevant commercial or industrial experience desirable.

Salary from £6,843 - £13,656.

Further details and application form available from the Clerk to the Governors at the College (SAE please).

AN EQUAL OPPORTUNITY EMPLOYER.
(20597) 220026

WEST SUSSEX
EDUCATION DEPARTMENT
LECTURER IN MODERN LANGUAGES
Department of Secretarial & Language Studies
CRAWLEY COLLEGE OF TECHNOLOGY
Salary: Grade II
Required for 1st January 1988, a Graduate or suitably qualified person to teach French at all levels, from beginners to postgraduates on B/Tec, GCSE, LOL and RSA Courses. The ability to teach at least one other language will be an added advantage. The successful candidate will be expected to organise and market language courses to local industry.

Application forms and full details from the Principal, Crawley College of Technology, College Road, Crawley, W. Sussex RH10 1NR, enclosing a stamped addressed envelope. (22910) 220026

WILTSHIRE
COUNTY COUNCIL

CHIPPENHAM TECHNICAL COLLEGE
Cocklebury Road, Chippenham, Wilts. SN15 3QD

DEPARTMENT OF MANAGEMENT & BUSINESS STUDIES

Lecturer I in Accounting and Information Processing required as soon as possible. Applicants should hold appropriate degree and/or professional qualification.

Salary from £6,843 - £13,656.

Further details and application form available from the Clerk to the Governors at the College (SAE please).

AN EQUAL OPPORTUNITY EMPLOYER.
(20598) 220026

WEST SUSSEX
LECTURER IN CHARGE OF PAINTING AND DECORATING
CHICHESTER COLLEGE OF TECHNOLOGY
DEPARTMENT OF CONSTRUCTION
Salary: Lecturer II
Required for 1st January 1988. The College is seeking to appoint a well qualified, enthusiastic and energetic Painter and Decorator with sound industrial experience to take charge of and develop this area of work. The person appointed should hold a City & Guilds Advanced Craft Certificate and the possession of a teaching qualification would be an advantage.

Further details and an application form may be obtained from: The Principal, Chichester College of Technology, Westgate Fields, Chichester, West Sussex PO19 1SB, (s.a.e. please).
(55490) 220042

The Institute wishes to fill the following posts as soon as possible.

Department of Art & Design Studies
LII or SL GRAPHIC DESIGN
To act as Course Director for the HND Graphic Design; person appointed will be a practising graphic designer able to communicate creative ideas and experience to students.

Department of Business and Management Studies
LII/SL ORGANISATION THEORY AND BEHAVIOUR
LII/SL ACCOUNTANCY
To teach on a range of courses (Higher National, professional and degree), to assist with industrial liaison and to contribute to research/consultancy activity; people appointed will be graduates with appropriate professional qualifications and experience.

Department of Mechanical Engineering
LII/SL AUTOMOBILE ENGINEERING DESIGN
LII/SL MANUFACTURING/PRODUCTION ENGINEERING
LII/SL MECHANICAL ENGINEERING
To teach and to develop curricula in one of the above specialist fields, especially in relation to the HND course in Engineering; people appointed will be graduates, members of an appropriate Professional Institution and chartered engineers.

Department of Teacher Education
LII/SL VOCATIONAL TEACHER EDUCATION (CRAFT AND TECHNOLOGY)
To contribute to the initial teacher training of pre-service, in-service and overseas students with backgrounds in technical subjects; the person appointed will be an experienced teacher of engineering and construction subjects, familiar with recent developments in NAFE and who has undertaken advanced studies in education.

Application forms and further particulars are available from the Deputy Registrar, Deane Road, Bolton, BL3 5AB to whom completed forms should be returned by 27 October 1987.

LII/SL appointments will be made initially at an appropriate point on the Lecturer II scale.

Salary: LII £8,595 – £13,656;
SL £12,615 – £15,873 (under review)

BIHE is an Equal Opportunity Employer (52988)

BOLTON INSTITUTE OF HIGHER EDUCATION
Deane Road, BOLTON BL3 5AB
Tel: Bolton (0204) 28851

Colleges and Departments of Art

Other Appointments

DEVON
PLYMOUTH COLLEGE OF ART & DESIGN - DEPARTMENT OF FASHION

Required from 1 February - 21 October 1988.

Temporary Full-time Post - Lecturer Grade I Salary Range £6,843 - £11,865 (under review).

The vacancy arises as a result of maternity leave.

Young, enthusiastic, creative individual required to teach design research and development and fashion illustration for men's, women's and children's wear to 1st and 2nd Year BTEC OND Fashion students.

The ability to assist with pattern cutting and garment construction to industrial standards is necessary.

Previous teaching experience preferred, industrial experience essential.

Application forms and further details (enclosing a sae please) from The Chief Administrative Officer, Plymouth College of Art & Design, Tavistock Place, Plymouth PL4 8AT to whom completed forms should be returned not later than 3 weeks after the date of this advertisement.

Devon is an equal opportunities employer.
(20268) 240026

Colleges of Higher Education

Heads of Department

HEREFORD AND WORCESTER
COUNTY COUNCIL

WORCESTER COLLEGE OF HIGHER EDUCATION

APPOINTMENT AS HEAD OF MUSIC (PRINCIPAL LECTURER)

Permanent, full-time appointment from 1st January 1988 or as soon as possible. B.A., B.Ed and P.G.C.E. courses. Salary £14,784 to £18,588 (currently under review).

Application and further particulars from the Principal, Worcester College of Higher Education, Henwick Grove, Worcester WR2 6AJ (0905 428080).
(20808) 280018

Other Appointments

MIDDLESEX
WEST LONDON INSTITUTE OF HIGHER EDUCATION

EDUCATION DEPARTMENT

Lecturer II/Senior Lecturer in Primary Education for January 1988

Applications are welcomed from well-qualified teachers currently working in a Primary School to teach on B.Ed. Primary course.

Candidates should have as many as possible of the following qualifications:

1) Substantial and recent teaching experience in primary school (Infant, Junior or Middle).

2) A first degree in an appropriate area.

3) Further qualifications (eg: Diploma, M.A. or M.Ed. in Education).

4) Experience of curriculum development.

5) Experience of writing curriculum documents.

6) Experience of working with other teachers.

7) A specialised interest in one or more aspects of the primary school curriculum (please state which subject(s) in your application).

8) An ability to work under pressure.

Salary scale: £8,595 - £15,873 £795 Outer London Allowance (pay rise pending).

In order to hold interviews on Thursday 29 October, please send in your cv with covering letter of application to The Vice Principal, by Friday, 23 October.

WLIHE, Lancaster House, Borough Road, Isleworth, Middx. TW7 5DU.
(19331) 280026

WEST GLAMORGAN INSTITUTE OF HIGHER EDUCATION
SWANSEA

Faculty of Education and Humanities

Principal Lecturer
in Primary Education

Applications are invited for the following vacancy of a Principal Lecturer in Primary Education. Candidates should be graduates specialising in Primary Education and should possess recent extensive experience in the Primary sector. Possession of a Higher degree would be an advantage.

The successful applicant will teach on the Institute's postgraduate and GRIST courses including the M.Ed degree and the M.Phil/Ph.D research degree programme. The person appointed will also contribute to the B.Ed for Primary teachers. In addition to the teaching role, the successful candidate will be responsible for co-ordinating the Faculty's recruitment and admission policies which will involve considerable contact with Schools in England and Wales.

Salary Scale: £14,784 – £18,588 (Under Review)

Application forms and further particulars are available from
The Principal
West Glamorgan Institute of Higher Education
Townhill
SWANSEA
SA2 0UT
on receipt of an S.A.E.

Closing Date: 10 November 1987. 52357

THE OPEN UNIVERSITY
SCIENCE FACULTY
AND SCHOOL OF EDUCATION

CEGB CHAIR IN SCIENCE EDUCATION

A professorial appointment in Science Education at the Open University has been made available through funding generously provided by the Central Electricity Generating Board.

A number of initiatives in Science Education are under way. The Faculty of Science, the School of Education, the Institute of Educational Technology and the Continuing Education Programme are collaborating are collaborating in the development of new packs and courses for Science Teachers, which aim at the updating and enhancement of their scientific and teaching skills.

The successful candidate will be expected to provide leadership over the whole Science Education programme and help to initiate new ventures in the area.

A qualified scientist with a distinguished record as a practising science educator will be needed. Detailed knowledge of the teaching of science in schools and extensive experience of the inservice education of science teachers will be major advantages.

For further particulars please write to the Secretary, The Open University, (CEGB/2), Walton Hall, Milton Keynes, MK7 6AA. Telephone enquiries may be made to Milton Keynes (0908) 653710: there is a 24-hour answering service on Milton Keynes (0908) 653668.

Closing date for applications: Tuesday, 3rd November 1987. 52328

University Appointments

BIRMINGHAM
UNIVERSITY OF BIRMINGHAM

DEPARTMENT OF CURRICULUM AND TEACHING STUDIES

LECTURESHIP IN ENGLISH EDUCATION

(TEMPORARY: PART-TIME)

The Department invites applications from suitably qualified persons for a part-time lectureship in the field of English in Education, from 1 January or 1 April 1988, to take special responsibility for research and development of work in English in secondary schools serving bilingual communities in the United Kingdom.

It is anticipated that applicants will either be serving teachers, advisers or similar postholders able to make arrangements for part-time secondment or suitably qualified persons in a position to take a part-time appointment only. The post will be tenable for one year in the first instance. The salary for a part-time appointment will be based on the scales for University lecturers (Scale A £8,735 to £13,675; Scale B £14,245 to £18,210) (scale increase due from March 1988) plus superannuation if appropriate.

Further particulars from the Assistant Registrar (Education), University of Birmingham, PO Box 363, Birmingham B15 2TT, to whom applications (10 copies - overseas applicants, 1 copy) should be sent by 13 November 1987.

An Equal Opportunities Employer. (19342) 300000

UNIVERSITY APPOINTMENTS

continued

LOUGHBOROUGH
LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

HEALTH AND PHYSICAL EDUCATION

Applications are invited for a Project Officer on the Health Education Authority Project, Health and Physical Education. The successful applicant will be responsible for developing and co-ordinating an innovation strategy for a health focus in physical education.

Applicants should have experience of curricular innovation in schools and have an active interest in the development of ideas. The appointment will be from 1 January 1988 until 31 August 1990.

Salary Scale: £8,185 - £11,015.

Letters of application with curriculum vitae should be sent as soon as possible to Len Almond, Department of Physical Education & Sports Science, University of Technology, Loughborough LE11 3TU.

Interviews for the Post will be held on 29 October 1987. (20209) 300000

YORK
UNIVERSITY OF YORK
CHEMICAL INDUSTRY EDUCATION CENTRE
IN THE DEPARTMENT OF CHEMISTRY

A Chemical Industry Education Centre is to be established by the Chemical Industries Association and the University of York. This new centre will initiate and develop publications and teaching materials, provide up-to-date information for teachers, establish a database of resources and provide contacts between teachers and industrialists.

Applications are invited for the post of MANAGER of the Centre from 1st April 1988. The post will be available for an initial period of three years and will involve collaboration with both schoolteachers and members of the chemical industry. Salary range (from 1/3/88) is £14,345-£19,310 with USS.

Further particulars may be obtained from Professor D. J. Waddington, Department of Chemistry, University of York. Three copies of the application, which should include a full curriculum vitae and the names of three referees, should be sent by 6th November 1987 to the Registrar's Department (Appointments), University of York, Heslington, York YO1 5DD, quoting the advertisement number 6/5049.
(20650) 300000

UNIVERSITY OF LEICESTER
SCHOOL OF EDUCATION

Chair of Education

Applications are invited for a Chair of Education, tenable from 1 September 1988 or such other date as may be arranged. Candidates should have a strong research record in any field of education or be able to demonstrate successful experience in initiating self-financing developments across a broad range of INSET activities.

Initial salary will be negotiated within the professorial range, current minimum £22,050. An increase of approximately 7% from 1 March 1988 is expected.

Further particulars from the Executive Pro-Vice-Chancellor (Appointments), University of Leicester, University Road, Leicester, LE1 7RH (telephone (0533) 522410), with whom applications should be lodged by 20 November 1987. Candidates in the U.K. should submit fifteen copies of their application. (Overseas candidates may submit one copy.)

The University of Leicester FAX number is (0533) 522200.
52306

BARKING COLLEGE
OF ADULT EDUCATION

ORGANISER FOR LITERACY, NUMERACY AND PROVISION FOR THE UNEMPLOYED

(Lecturer Grade II)

Applications are invited for the above post, vacant from January 1988, from graduates with a teaching qualification and Adult Literacy/Numeracy teaching, and preferably organising experience.

Application forms and further particulars are available from:

Chief Education Officer, London Borough of Barking and Dagenham, Town Hall, Barking, Essex, IG11 7LU, to whom completed applications should be returned by 30th October, 1987.

Barking & Dagenham Education Department

An Equal Opportunity Employer (53726)

Fellowships, Studentships and Research Awards

BRADFORD & ILKLEY
BRADFORD & ILKLEY COMMUNITY COLLEGE

DEPARTMENT OF HOME & HOUSEHOLD STUDIES

(ILKLEY CAMPUS)

School Teacher Fellowships in Home Economics

Applications are invited for School Teacher Fellowships in Home Economics for the Spring Term of 1988 to work on one major factor influencing changes in Home Economics in school and contribute on a small scale to the College's curriculum courses in Home Economics teacher education.

Applicants should have qualified teacher status and five years teaching experience and will be engaged in the teaching of Home Economics.

Letters of application giving the names and address of two references, should be sent to Miss L. Ecroyd, Department of Home Economics, by November 6th, 1987.

An information sheet, giving further details of the Teacher Fellows in Home Economics is available from Mrs S. Anderson, Department of Home & Household Studies, Ilkley Campus, Wells Road, Ilkley LS29 9RD. Tel: (0943) 609010, Ext. 293.

Prospective candidates are advised to contact their local Education Authority about secondment as soon as possible.

We are an equal opportunities employer and welcome applications from candidates of any age, race, sex or disability.
(19355) 340000

Colleges of Education with Teacher Training

Other Appointments

V.S.O.
Please see V.S.O. display ad. under Overseas Appointments.
(19065) 360026

Adult Education

CROYDON
LONDON BOROUGH OF CROYDON

ADULT EDUCATION SERVICE
Taberner House, Park Lane, Croydon

Applications are invited for the post of Project Leader for a two year ALBSU Numeracy Project commencing in November.

Salary: Temporary Lecturer I - £6,843 - £11,865 plus Outer London Allowance of £795.

Closing date: 6th November 1987.

Further particulars and application forms from the Adult Education Organiser, Taberner House, Park Lane, Croydon CR9 1TP. (Tel: 01-760 5461).
(20991) 380000

SOMERSET
COUNTY COUNCIL
DEVELOPMENT OFFICER
SPECIAL EDUCATIONAL NEEDS, CONTINUING AND COMMUNITY EDUCATION
Please see display advertisement under the 'LEA Administration' section on Page XX.
(19364) 380000

Cleveland County Council

EDUCATION DEPARTMENT
Re-advertisement

Deputy Youth and Community Worker

Whinney Banks Youth and Community Centre, Middlesbrough.

Applications are invited from qualified and experienced **Youth and Community Workers who should possess the Certificate or Diploma in Youth and Community Work or a recognised teaching qualification and who have some experience in this field.**

This centre was purpose built and enjoys extensive facilities.

Duties will involve assisting the Senior Youth and Community Worker together with certain special responsibilities. It is envisaged that the successful applicant will take a special interest in the Youth Section of the Centre and will be able to respond to the needs of the unemployed in the Community.

Salary and Conditions of Service are in accordance with the recommendations of the Joint Negotiating Committee. The salary falls within the range of JNC2.

Previous applicants need not re-apply as they will automatically be reconsidered.

Assistance with removal and relocation expenses will be provided in approved cases. Temporary housing accommodation may also be available within the County area.

Application forms are available from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland, TS1 3BN. (Tel. 0642 248155 ext. 3000/3006), to whom completed forms should be returned by 30th October 1987.

We are an equal opportunities employer. All applicants who have the support of the Disablement Resettlement Officer will be granted an interview. 53723

EDUCATION DEPARTMENT – YOUTH SERVICE

HENRY BROWN YOUTH CENTRE, CUNNINGHAM CRESCENT, BOURNEMOUTH

APPOINTMENT OF:
DEPUTY PRINCIPAL YOUTH LEADER
JNC Level 2 : £10,200 - £13,400

Applications are invited from qualified, enthusiastic and experienced persons for this exciting and demanding post based in purpose built premises on a large post-war housing estate.

The person appointed will work within a team comprising three full-time youth leaders, up to ten part-timers, residential caretaker, part-time secretary and volunteers.

In-service training opportunities and personal support is provided and assistance with removal/re-settlement expenses will be available in approved cases.

For informal discussion please telephone Bernard Dowding on Bournemouth (0202) 201163.

Further details and application forms from the Area Youth Officer, Education Department, Portman House, Richmond Hill, Bournemouth BH2 6ER.

Closing date 30th October 1987. (53702)

DORSET County Council

Youth and Community Service

DERBYSHIRE
COUNTY COUNCIL
Please see composite advert under secondary.
(20721) 440000

GLOUCESTERSHIRE
YOUTH & COMMUNITY SERVICE
TEWKESBURY AREA
WARDEN/LEADER
Post No. C90T005
BROCKWORTH YOUTH AND COMMUNITY CENTRE
JNC Level 2 Scale 2 (£9,800 - £13,000)

A qualified Youth and Community Worker or a Teacher with Youth Work experience is required to undertake the challenging and rewarding task of managing and further developing this centre.

Applicants will be expected and maintain a wide and varied programme of Social Education for young people, and display skill in management as well as face to face youth work. A close liaison with schools and other agencies will form an integral part of the post.

For an informal discussion about this post please phone: Mr Eric Radnidge, Area Youth and Community on Tewkesbury (0684) 298291.

Closing date: 30th October 1987.

Application form and job description from The Chief Education Officer, Personnel Division (NT2), Shire Hall, Gloucester GL1 2TP. Tel: Gloucester 425489 (24 hr. answerphone).

Gloucestershire County Council is an equal opportunities employer and positively welcomes applications from all sections of the community.
(20718) 440000

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
Mid Kent Area
Youth and Community Service
YOUTH WORKER (full-time) experienced and qualified for senior and challenging post. Salary JNC Range 3 points 1—5 (£13,000—£14,600). To be leader of Maner Young People's Club and have responsibility for Westborough Youth and Community Centre.

SAE to AYCSO, Astley House, Hastings Rd., Maidstone ME15 7SQ for application form and further details, or phone Robert Hilton (0622) 690553 ext 2700. (19666) 440000

ilea Working in Education

ILEA Youth Service is organised on an area basis throughout Inner London and is the largest and most varied youth service in the country. We now seek JNC qualified and suitably experienced staff to assist us in meeting the special cultural, recreational, informal and social development needs of young people, particularly those from the most disadvantaged groups within our community, encouraging their participation in the planning and management of activities and providing a reference point for confidential information, advice and guidance.

As well as an understanding of the current issues and trends in youth work, all posts call for proven staff interviewing and selection skills and a commitment to equal opportunities. All are open to job share.

Deputy Senior Youth Officers

(4 posts)

£15,513-£16,467 inc.

To contribute to the maintenance and development of professional standards and, both in the field through effective staff training, sharing the management task and deputising as head of the Youth Office. Much of your time will be spent liaising with, and offering advice and support to, the boroughs' voluntary organisations. Vacancies exist in the following boroughs:

LEWISHAM/WESTMINSTER – where we wish to recruit Black DSYO's to work closely with the large proportion of Black groups in the area. Applicants must have a clear understanding of the discrimination faced by young Black people and the proven ability to formulate and deliver effective strategies in response. Race Relations Act 1976 Section 5(2)(d) applies.

WANDSWORTH/HACKNEY – where we are keen to encourage applications from Women and Black people, who are currently under-represented at DSYO level. Sex Discrimination Act 1975 Section 48(1)(b) and Race Relations Act 1976 Section 38(1)(b) apply.

Youth Officers

(4 posts)

£13,791-£15,513 inc.

To lead teams of youth workers and ensure their adequate support, direction, training and supervision in the field, including at local clubs and centres and in projects throughout the borough. You will be advising on all aspects of the service, maintaining a working relationship with the Authority's Inspectorate and working closely with voluntary organisations. Vacancies exist in the following boroughs:

HAMMERSMITH & FULHAM – where a woman Youth Officer is needed to become involved in the development and support of specific projects to promote the welfare and education of girls and young women. Sex Discrimination Act 1975 Section 7(2)(e) applies.

WANDSWORTH – where a Black Youth Officer is needed to establish a direct working relationship with Black users and providers of the service. Race Relations Act 1976 Section 5(2)(d) applies.

TOWER HAMLETS – where a large number of users are of Syhlet origin and we therefore seek a Bangladeshi Youth Officer to build relationships between local groups and the Authority and train and support those using the Service. This will call for substantial knowledge and experience of the issues currently affecting Bangladeshi young people and of their culture and customs. The ability to communicate in Syhleti is essential. Race Relations Act 1976 Section 5(2)(d) applies.

ISLINGTON – Women and Black people are currently under-represented as Youth Officers and we would therefore particularly welcome their applications. Sex Discrimination Act 1975 Section 48(1)(b) and Race Relations Act 1976 Section 38(1)(b) applies.

Full details and application forms are available from PER/PS4a, Room 362a, The County Hall, London SE1 7PB. Please send a large sae and indicate clearly which post you are interested in. Closing date: 30th October 1987.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

LIVERPOOL
LIVERPOOL CATHOLIC YOUTH SERVICES
CAMPION HIGH SCHOOL
Youth Worker required as soon as possible - JNC grade 3 (II).

A challenging post attached mainly to a large comprehensive school for boys with some sessions outside the catchment area.

Applications from: The Secretary, Campion Youth Centre, Prince Edwin Street, Liverpool L5 3RW.
(19338) 440000

THE TIMES EDUCATIONAL SUPPLEMENT 16.10.87

YOUTH & COMMUNITY
continued

HAMPSHIRE
THE SOUTH EAST HAMPSHIRE COMMUNITY EDUCATION SERVICE
AREA YOUTH WORKER
Applications are invited from suitably qualified Youth Workers experienced in Unattached Youth Work. Skills in working with informal Groups and training Volunteer Youth Workers essential.
Salary: JNC (revised salary scale) Level 3 £13,000 to £15,400.
Hampshire County Council pursues a policy of equality of opportunity. Applications particularly welcome from people with disabilities.
For further details and application form, please send a stamped A4 envelope to the Vice Principal, The South Downs College of FE, College Road, Purbrook Way, Havant, Hants. PO7 8AA. Closing date for the receipt of completed application forms is Friday 30 October 1987. (19344) 440000

LEICESTERSHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
SHAFTESBURY JUNIOR SCHOOL
Latimer Street, Leicester LE3 OQE
COMMUNITY TUTOR
A Community Tutor is required to support and develop the Community Education Programme based in and working from this Inner Area School and community centre. A knowledge of, and sympathy with, Asian cultures is desirable. Fixed term contract initially until 30th September 1990, as post is externally funded. Burnham F.E. Lecturer Grade 1.
Further details and application forms from Mr. N. Gavin, Head, Shaftesbury Junior School, Latimer Street, Leicester LE3 OQE. Tel: 549203. Closing date is 12 weeks from appearance of this advertisement. (20781) 440000

NORTHUMBERLAND
PONTELAND COUNTY HIGH SCHOOL
Callerton Lane, Ponteland NE20 9EY
Group 12 13-18 Comp of 1075 pupils inc. 260 in Sixth Form
YOUTH AND COMMUNITY TUTOR
(Main Scale)
Required from January 1988, to work with Deputy Head (community) in organising work of the Adult and Youth Associations and various related organisations. An interest in the full range of community work and experience of the Duke of Edinburgh Award Scheme would be advantageous.
Removal expenses and lodging allowance may be payable.
For application forms and further details send a foolscap s.a.e.
Closing date 26th October 1987. (20833) 440000

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WYCLIFFE COMMUNITY COLLEGE
Hamelin Road, Leicester LE3 1JN
Principal: Robert L. Gwynne, B.Sc., M.Ed.
INFORMATION AND TRAINING CENTRE TUTOR
Burnham F.E. Lecturer 2
An exciting new post with tremendous scope in this 'Innovative and forward looking Community College'.
This appointment is to lead the development of a newly created workshop and basic education Centre which expands the scope of the existing Cort Crescent Youth Centre.
The functions of the Centre will be to:
* initiate new opportunities in the acquisition of basic skills, especially for those who are unemployed.
* provide centralised access for a wide range of information services.
The person appointed will be a capable manager with vision and the ability to contribute to a large team. Ability to support and work with the whole age range is a pre-requisite.
The post is funded through the I.A.P. and is available for 2 years and commences in January, 1988.
Further details and application forms (S.A.E. please) from the Principal. (20787) 440000

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
HINCKLEY COLLEGE OF FURTHER EDUCATION
HEAD OF WESTFIELD COMMUNITY CENTRE - SENIOR LECTURER
Required for 1st January 1988 an enthusiastic and committed person capable of running and co-ordinating a thriving Community Centre hosting an extensive range of activities.
Further details are available from the Principal, Hinckley College of Further Education, London Road, Hinckley, Leics. LE10 1HQ to whom completed applications should within two weeks of the appearance of this advertisement.
Salary: Burnham FE Senior Lecturer Scale.
Asians and Afro-Caribbeans are under-represented in this area of the Council's work and are therefore positively encouraged to apply. (20789) 440000

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
WINSTANLEY HIGH SCHOOL AND COMMUNITY COLLEGE
Kingsbury North, Braunstone, Leicester LE3 3BD
VICE-PRINCIPAL (COMMUNITY)
Required for January or as soon as possible, Vice-Principal (Community). Applications are invited from suitably qualified and experienced teachers with commitment to Community Education and the energy and imagination to promote it throughout the area served by the College. The person appointed will join a team of Principal and two Vice-Principals, and share responsibility for the management of the whole establishment. Salary will be in accordance with Burnham F.E. Head of Department Scale 1 and Further Education conditions of service apply.
Further details are available from the Principal and applications should be received by 26th October 1987. (20785) 440000

LEICESTERSHIRE
COUNTY COUNCIL
An Equal Opportunity Employer
AVALON COMMUNITY EDUCATION PROJECT
DEPUTY HEAD OF PROJECT
BURNHAM FE LECTURER 2
Required from the 1st January 1988 or as soon as possible thereafter, an experienced and qualified person for the post of Deputy Head of Project in this multi-racial, Inner City Community Education Project in Leicester. The post is closely associated with the new education workshops currently under construction at the Centre. The person appointed will be asked to contribute some teaching in a major area of the post-school curriculum, though this is likely to be with small groups. Some experience of counselling young and older unemployed people would be a great advantage. The CEP is committed to non discriminatory ways of working and positively welcomes applications from individuals from groups currently under-represented in this field. The Centre is accessible to the disabled.
The post is funded through the I.A.P. and is initially available for 2 years and commences in January, 1988.
For further details please write to the Area Further Education Officer, 15 New Street, Leicester. Tel: 539181 (ask for the FE Office).
Closing date for applications, Friday 30th October 1987. (20786) 440000

ST. HELENS
METROPOLITAN BOROUGH OF ST HELENS
COMMUNITY EDUCATION DEPARTMENT
YOUTH TRAINING SERVICE SENIOR TRAINING/WELFARE OFFICER
(SO1) - SCP 29-31 £11,070 - £11,505
Salary Bar (C & G 725) SCP 29
We require suitably qualified and experienced persons for this key post in the Council's unified Youth Training Service.
The new unified Scheme is the largest in the Borough and the post offers an exciting opportunity to play a leading role in the development of a cost effective and efficient service to meet the needs of young people of St. Helens. The Officer will be responsible for the development and co-ordination of aspects of training and welfare within the Service.
The post is dependent on continued MSC funding and you should have relevant experience and qualifications which should include involvement at a senior level in the delivery of the Youth Training Scheme.
Progress on the salary scale is dependent on the successful completion of the C & G 725 or equivalent.
Closing date: 27th October 1987.
For application form and further particulars please contact The Personnel Officer, St. Helens Town Hall, St. Helens, Merseyside WA10 1HP or Tel: Shirley Corcoran, Bill Atherton or Tina Short on St. Helens 52129 or St. Helens 24061, Ext. 2073/2074.
An Equal Opportunity Employer. (20819) 440000

Local Education Authority Administration

DERBYSHIRE
COUNTY COUNCIL
TVEI STAFF AND CURRICULUM DEVELOPMENT CO-ORDINATOR
Headteacher Group 8
Based at Pines Teachers Centre, Station Road, Ilkeston, Derby
Responsibility to include in service support for teachers and lecturers to develop active learning use of new technology, links with the community and industry; profiling, equal opportunity etc.
The continuing development of the TVEI Curriculum 14-18 in all the participating institutions.
It is anticipated that the person appointed will become one of four advisers in the authority's planned TVEI extension.
Application form and further details are available from the Director of Education, County Council, Matlock, Derbyshire DE4 3AG quoting reference CAT/VP telephone Matlock (0629) 580000, Ext. 6488. Closing date - 23 October 1987.
The Council's policy is that all people receive equal treatment regardless of their sex, marital status, sexual orientation, race, creed, colour, ethnic or national origin or disability. (20792) 135646

ASTON UNIVERSITY/ BIRMINGHAM LEA COLLABORATION

Maths and Physics INSET Project COORDINATOR

The salary range is £15,415 to £18,210 increasing to £16,345 to £19,310 per annum with effect from 1st March 1988

The UGC has funded an exciting project to contribute to alleviating the "hidden shortage" of maths and physics teachers in the UK. Aston University and the Birmingham LEA are working together to develop INSET study materials in maths and physics using video as the teaching medium.
A Coordinator is required to lead the development of video-based materials for updating practising teachers in a variety of maths and physics topics. Aston University already has an established reputation in the development of video courses and the post offers an excellent opportunity for career development. Valuable experience will also be gained from exploiting this powerful medium and from coordinating the efforts of contributors from both the University and the LEA. The appointee will work with the Director of Aston's Centre for Extension Education and a joint management team.
Suitable applicants must be well qualified in maths or physics and preference will be given to candidates with previous experience in developing teaching materials. Other desirable qualities include a capacity for hard work, an ability to communicate effectively and an ability to coordinate the creative efforts of team members from both the University and the LEA.
Located in Aston University it is a fixed term appointment of two years duration.
Informal enquiries are welcomed by the Director of Extension Education, Dr. P. Fleetwood-Walker, on 021-359 3611 Ext. 4590.
Further particulars may be obtained by telephoning 021-359 5350 (24 hour ansaphone).
Closing date: Friday 30th October 1987.

Candidates should submit full curriculum vitae, together with any supporting information, to: The Personnel Officer (Non-Academic staff),

Personnel Services, Aston University, Aston Triangle, Birmingham B4 7ET, quoting reference 87/77.

ASTON UNIVERSITY

As a result of major changes in the structure of the Education Department in Northamptonshire there are vacancies in three professional posts in the Department

ASSISTANT EDUCATION OFFICER
(AEO) (SCHOOLS)
Post No. C7
PO 41-44 £15,567-£16,773

There are vacancies in two of these four senior posts in the Department providing support for the four Senior Assistant Education Officers (SAEO) (Schools) who are deployed on an area basis with a responsibility for all schools in their areas, including liaison with the SAEO (Special Needs).

The Assistant Education Officers will work closely with all schools in an area of the County and will undertake a wide range of duties relating to the staffing, resourcing and functioning of schools, pupil matters and to special needs provision.

The posts will be suitable for persons currently holding a first post in an Education Department or seeking to enter education management.

ASSISTANT EDUCATION OFFICER
(AEO) (F & HE)
Post No. E3
PO 41-44 £15,567-£16,773

This is a professional post providing support to the Assistant County Education Officer (Continuing Education) and Senior Assistant Education Officers for Colleges and 16+/MSC.

The major responsibilities of the AEO are related to NAFE planning and review and the initiation and development of training programmes for YTS.

More general responsibilities include monitoring of procedures between the LEA and the Colleges and the management of resources, consultation with college staff and student Unions with full involvement in professional discussion and the clerking of the County Panel of College Principals.

Applicants should have a good professional background and substantial experience of either schools, colleges or the Education Service with relevant institution or administrative experience.

These posts are located in Northampton House, Northampton; car mileage allowances will be paid; assistance with removal and resettlement expenses will be given.

Further details and application forms are available from: Miss V. Stacey, Finance Branch, Education Department, Northampton House, Northampton NN1 2HX. Telephone (0604) 236372.

Please quote the relevant post number.

Closing date: 30 October 1987.

Education
Northamptonshire
welcomes applications regardless of marital status, sex, race and disability.

Bradford is a large and forward looking Metropolitan District with a reputation for creative educational development. The environment is one of diversity, geographically from industrial regeneration to the exhilaration of the Dales, socially from inner city deprivation to stone-built commuter villages, and culturally with a multi-racial, multifaith community.

The Directorate of Educational Services is seeking to make two key appointments, from applicants with appropriate teaching, advisory and management experience, to address the challenge of managing a service that faces major issues of reallocation of resources. Its provision is characterised by innovation, enhanced achievement in school and colleges and a high level of inservice training for the teachers.

PRINCIPAL ADVISORY OFFICER
£23,751-£28,251 p.a.

To be responsible to the Director of Educational Services, Mr. W. R. Knight, for leading a large team of Advisers and co-ordinating a network of Advisory Teachers and the School and Family Service (Educational Psychologists and Education Social Workers). You should demonstrate imaginative work in the field of curriculum and inservice training policy development, the ability to motivate others and a commitment to promoting equal opportunities for all in education. *Ref. E86987/TES*

SENIOR ADVISER: POST 13 EDUCATION
£20,250-£25,251 p.a.

Under the direction of the Principal Advisory Officer. You would be responsible for co-ordinating a team of General Advisers working with schools and colleges in the Post 13 phase of education, particularly with implementing the Authority's TVEI extension. You will have oversight of the pastoral care of schools in the northern region of the District and will carry some specialist responsibility for the curriculum.
You are asked to state your curriculum strengths. *Ref. E87087/TES*

Informal contact to discuss these posts will be welcomed. Potential applicants wishing to discuss them further please contact Janine Munday, Personal Assistant to the Directorate of Educational Services, on Bradford 752500. Closing date 26th October 1987.

This Council supports the principle that all employees should be encouraged to be members of an appropriate trade union recognised for the purpose of negotiation and consultation.

Application forms are available from the Directorate Personnel Office, Directorate of Educational Services, 2nd Floor, Provincial House, Market Street, Bradford BD1 1NP. Tel. (0274) 752536.

We are an equal opportunities employer and welcome applications from candidates of any age, sex, race or disability who meet the job requirements

City of Bradford Metropolitan Council

SENIOR GENERAL ADVISERS
(2 posts)

SOULBURY H.T. GROUP 10 Salary £20,055 – £21,561 incl. of L.W. (salary award pending) plus excellent benefits package.

Applications are invited for the following new and challenging posts from suitably qualified and experienced candidates with a broad and varied experience of teaching, management at a senior level in schools and/or colleges, and preferably advisory work.

1. SENIOR GENERAL ADVISER
(NURSERY AND PRIMARY) Ref. E/26/123X

2. SENIOR GENERAL ADVISER
(SECONDARY AND FURTHER EDUCATION) Ref. E/26/124X

Under the direction of the Chief Adviser, the successful candidates will be responsible for co-ordinating the work of the team of Advisers in their respective phase, especially cross-curricular initiatives, INSET, and the LEA's programme of in-depth visits. A commitment to team work and an ability to motivate others will be required.

THE BENEFITS
*100% relocation expenses *lodging/commuting allowance *settling-in allowance *flexible working hours *generous holiday entitlement.

Application forms and further details from the Personnel Department, Civic Centre, High Street, Uxbridge, Middlesex, UB8 1UW, or telephone Uxbridge 50589 (24 hour answering service available). Please quote the appropriate reference number. Closing date 30th October 1987.

HILLINGDON
THE WEST LONDON BOROUGH

Hillingdon, as an equal opportunities employer, welcomes applications from candidates irrespective of race, sex, marital status, age, sexual orientation or disability. 52388

EDUCATION DEPARTMENT

EDUCATION OFFICER
(Careers) SMG 2 – £22,482 - £24,693
Post No. C0800

Careers work in Essex has reached a significant level. Major new initiatives offer the possibility to consolidate and further develop this aspect of the Education Service. Following the promotion of the existing post holder within the Department applications are invited from experienced and innovative people to manage the Essex Careers Service and co-ordinate all careers education and guidance within the County.

Among the benefits are generous relocation expenses and car leasing facilities.

For an information discussion contact Peter Evans, Senior Education Officer (Careers, Industry Liaison and Employment), Telephone 0245 492211. Ext. 30022.

Closing date: 30th October 1987

Application form and further details available from (S.A.E. please) The County Education Officer (P), P.O. Box 47, Threadneedle House, Market Road, Chelmsford, Essex, CM1 1LD. (Tel: 0245) 492211 ext. 30255) (62303)

ESSEX
County Council

DIRECTORATE OF EDUCATION
CAREERS SERVICE

Senior Careers Officer
(Special needs)
Salary £10,704 to £11,385 per annum inclusive.

Applications are invited from suitably qualified, experienced Careers Officers for this senior post. The postholder will be responsible for the Service's work with special need young people. The vacancy also offers the opportunity to work with young people in mainstream education.

A committed and determined professional is sought, preferably with several years of experience and interest in work with the handicapped.

The post is based at the Careers Centre in Bexleyheath. A Casual User Car Allowance is payable and the Council offer a generous relocation package if appropriate.

Application form and further details available from: Education Services Secretary, Town Hall, Crayford, Kent DA1 4EN. (Tel: 01-303 7777 Ext. 3846/3847). Closing date 6th November, 1987. (53724)

Bexley London Borough

LEA – ADMINISTRATION
continued

Somerset County Council
AN EQUAL OPPORTUNITIES EMPLOYER

DEVELOPMENT OFFICER
SPECIAL EDUCATIONAL NEEDS, CONTINUING AND COMMUNITY EDUCATION

For January 1988, or as soon as possible thereafter, Senior Lecturer, APT+C, conditions of service. An appropriate car users allowance will be paid.

Applications are invited for this important new post in Special Educational needs. The person appointed will have wide experience in special needs for the post statuating age range and a sympathy with the ideals of Community Education; Community Development skills will be essential.

The purpose of the post is to assist with the development of a service for young people and adults with special educational needs, that spans the Counties further and community education provision.

Informal enquiries regarding this post may be made to Patrick Conrad, Assistant Education Officer (Post 16 Education) Tel: Taunton 333451 Ext 5730.

Application form and further details (sae please) from the Staffing (T) Section, Education Department, County Hall, Taunton, Somerset. TA1 4DY.

Closing date 26th October. (62339)

Employment Specialist Careers Officer

£8,790-£10,647 plus car allowance
Applications are invited from qualified and experienced careers officers for the temporary post (maternity leave) of Employment Specialist Careers Officer to work in the Reading division. Candidates must be interested in working with young people experiencing employment difficulties in an area of technological change and be able to initiate constructive action to meet these needs.
Application forms and further details (enclosing SAE) from Director of Education (C), Shire Hall, Shinfield Park, Reading RG2 9XE.
Closing date 2nd November.

Royal County of BERKSHIRE
AN EQUAL OPPORTUNITY EMPLOYER

Assistant Education Officer
(SCHOOLS)
PO4, £16,305-£17,511 inclusive

Applications are invited for this post to join a team dealing with the management of schools, governing bodies, special educational needs and the appointment of teaching staff.
An appropriate professional qualification and relevant teaching experience is required, preferably with experience in educational administration.

Application forms and further details from the Director of Education, Civic Centre, Lampton Road, Hounslow TW3 4DN. Tel: 01-572 2696 quoting ref: ED/G3. Closing date 30 October 1987.

Hounslow
An Equal Opportunity Employer

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ilea *Working in Education*

Head of Parliamentary Liaison Team
£18,522-£20,598 inc.
(Pay award pending)

The ILEA is committed to maintaining a high quality education service on behalf of Inner London's multi-racial community. New legislative proposals are expected which will have an impact on the ILEA's functions and services and the Authority is looking for a resourceful and imaginative person to head its parliamentary liaison team.

We seek someone to lead and co-ordinate work in connection with briefing, advising and informing MPs and Peers of all parties of the impact of legislation and other Parliamentary activity on the Authority. In addition the Head of unit will be responsible for developing an overall strategy for integrated parliamentary responses to proposed legislation.

The officer will also provide parliamentary advice to officers and Members of the Authority and keep them informed of parliamentary activity and the progress of legislation.

A thorough knowledge and detailed understanding of parliamentary procedures is essential. Organisational and communication skills of a high order need to be combined with flexible approach to changing priorities to manage a heavy workload.

This post is suitable for job-share.

For further details and an application form, write to PER/PS4a, Room 362a, The County Hall, London SE1 7PB. Closing date: 30th October 1987.

Inner London Education Authority
ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

TRAFFORD
METROPOLITAN BOROUGH COUNCIL
The Council is an equal opportunities employer
Applications are encouraged from suitably qualified and/or experienced registered disabled people

EDUCATION DEPARTMENT

Assistant Chief Education Officer (Schools)

Special scale £20,301 - £21,798 – under review

Applications are invited from Graduates with significant teaching and administrative experience for this third tier post, which carries responsibility for primary, secondary and special schools work within the Authority.

Application forms and further information from and returnable to the Chief Education Officer, Town Hall, Tatton Road, Sale, Manchester M33 1YR. Telephone 061-872 2101 Ext 3116. Closing date 23rd October 1987. (62383)

Serving the Community – Meeting the Needs

Temporary Careers and Training Officer
£9528 p.a. – £11385 p.a.

Applications are invited for the above post in the Croydon Careers and Training Service. Applicants must hold or be studying for the Diploma in Careers Guidance. The duties will include working in schools and colleges, training schemes and with young people who are unemployed. Careers and Training Officers are appointed to the service as a whole but will initially be based in a particular team.

Applicants must hold a current driving licence as an essential car users allowance is payable.

Application forms and further details are available from the Personnel Manager, Education Department, 9th Floor, Taberner House, Croydon, CR9 1TP telephone number 01-686 4433. 53718

CROYDON
An equal opportunity employer

EDUCATION DEPARTMENT

ASSISTANT EDUCATION OFFICER

Salary c.£14,500-£17,500

This post which becomes vacant with effect from 1st January, 1988 supports the Senior Education Officer with responsibility for primary and secondary schools in the South Gloucestershire area of the Authority.

The post could be suitable for someone seeking a first position in educational management or someone already holding their first post within an Education Department.

In addition to area responsibilities in support of the Senior Education Officer's management responsibilities there will be opportunities to develop professional interests County-wide and contribute to the work of the Department as a whole.

A car user allowance is attached to this post.

Further details and application forms may be obtained from the Chief Education Officer, Shire Hall, Gloucester GL1 2TP. Telephone: Gloucester 425489 (24-hour answer phone). Closing date: 30th October, 1987.

Gloucestershire County Council

The County Council is an equal opportunities employer and positively welcomes applications from all sections of the community

Suffolk County Council

EDUCATION DEPARTMENT

COUNTY ADVISER FOR ART AND DESIGN
SOULBURY HEADTEACHER GROUP 8
Post No. E293
£16,785 - £18,273 per annum
(pay award pending)

This post offers the opportunity to applicants with energy, commitment and enthusiasm to develop work with schools in their specialist area, and co-operate with colleagues in cross-curricular initiatives.

In addition to wide specialist responsibilities in two and three dimensional art and design across the range of Suffolk schools, you will also have some general responsibilities. You should preferably therefore have an interest in the full range of school curricular activities, sound teaching experience and appropriate specialist qualifications.

Application forms and further details (SAE please) may be obtained from the County Education Officer, Education Department, St Andrews House, County Hall, Ipswich, IP4 1LJ. (53742)

WILTSHIRE COUNTY COUNCIL

ASSISTANT DIRECTOR of EDUCATION

(Advisory Services)
Salary; £23,832-£26,220

This important second-tier post carries major responsibility for the Authority's advisory services.

Applicants should have a good honours degree and substantial teaching experience. They should preferably have held a senior post in a LEA advisory service or a post of equivalent status in the education service.

Moving home allowance up to £3,500 in approved cases.

Application forms and further details from the County Personnel Officer, County Hall, Trowbridge, Wiltshire, BA14 8JN (telephone Trowbridge (02214) 3641, Ext. 2049) quoting reference E.87.610. Closing date: 30th October, 1987.

AN EQUAL OPPORTUNITIES EMPLOYER (53498)

LEA – ADMINISTRATION

continued

HUMBERSIDE

CAREERS OFFICER
£7,659 - £9,654 (£8,790 min salary with Dip. CG Part II)
Required at Bridlington Careers Centre, to undertake group, individual guidance and placing work with young people. You may specialise in work in educational establishments or with YTS trainees, but all officers are involved with the unemployed and employers. Officers in their probationary year are given all experience necessary to meet the requirements of the Local Government Training Board. Diploma in Careers Guidance essential.
Application form from: The Director of Education, Staffing Section, County Hall, Beverley, North Humberside HU17 9BA. (SAE please). Post No: 013670. Closing Date: 30.10.87.
Humberside County Council - working towards Equal Opportunities. (20277) 480000

WAKEFIELD

Please see display advertisement on Page 70.
(20789) 480000

General Administration

LONDON W8

COMMONWEALTH INSTITUTE
EDUCATION ASSISTANT
Following a recent policy review, The Commonwealth Institute is developing and expanding its Educational Programme.
We wish to recruit an EDUCATION ASSISTANT to work mainly with the Outreach Unit, organising educational visits by Commonwealth nationals to schools throughout the country. The Education Assistant, if appropriately qualified, may take some responsibility for recruitment and in-service support for the panel of workshop leaders. The successful candidate will be required to play a major role in developing the use of database for the Unit. Administrative skills are essential and educational experience will be an advantage.
Starting Salary £8,715.
Please send your full C.V. and a letter of application to the Personnel Officer, from whom further details are available.
Appointment to commence early January 1988.
Closing date for applications 2 weeks from the date of this notice.
The Institute is an equal opportunity employer.
(20823) 500000

Examiners

THE ASSOCIATED EXAMINING BOARD

STAG HILL HOUSE
Guildford, Surrey GU2 5XJ

Applications are invited for the post of CHIEF EXAMINER in HISTORY OF ART at Advanced level of the General Certificate of Education Examination in 1990, for the following Papers/Options:

Paper 1 - Option 03 - Early Renaissance Art in Italy.

Paper 1 - Option 04 - The High and Late Renaissance in Italy and Spain.

Paper 1 - Option 06 - Seventeenth Century Art in Europe.

Duties will commence in 1988.

All applicants must be graduate Art Historians with considerable teaching and examination experience at Advanced Level, or above.

Further particulars and application forms are obtainable directly from the Secretary General (A10) at the above address, to whom completed applications should be returned within 21 days of the appearance of this advertisement.
(20575) 600000

LONDON AND EAST ANGLIAN GROUP FOR GCSE EXAMINATIONS

EAST ANGLIAN EXAMINATIONS BOARD

LONDON REGIONAL EXAMINING BOARD

UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

GENERAL CERTIFICATE OF SECONDARY EDUCATION EXAMINATION 1988

Applications are invited for the following appointments

EXAMINERS AND ASSESSORS
SCIENCE
SCIENCE (M) - Modular
SCIENCE (N) - based on Nuffield Science 13-16
SCIENCE (Combined Biology, Chemistry, Physics)
MEDIA STUDIES
MATHEMATICS (MATURE)
COMMUNITY STUDIES (MATURE)

Application forms and further particulars may be obtained from D.H. Board, M.A., Secretary to the Board, Lyon House, 104 Wandsworth High Street, London SW18 4LF to whom completed forms should be returned NO LATER THAN 30 OCTOBER 1987.
(19341) 600000

Miscellaneous

OXFORDSHIRE

Applications are invited for the post of lecturer at the School of Chinese Herbal Medicine at £15,000 p.a. The applicant must be a doctor of Chinese medicine, having a degree from a recognised college of Chinese medicine, a thorough knowledge of the Chinese Herbal Pharmacopeia and at least three years of experience in herbal practice. In addition, he or she must speak fluent English.
Applications together with a c.v. to the Secretary, School of Chinese Herbal Medicine, Langston Priory Mews, Kingham, Oxon. OX7 6UW.
(20645) 660000

Education and Training Manager – Caravan Industry Training Organisation

C. £10,000 pa.

The Education and Training Manager is an exciting new post which has been created to provide specialist and administrative support to the National Training Programme Quality and Standards Panel. The Quality and Standards Panel is responsible for identifying and providing key skill requirements and training needs for the Caravan, Camping and Self-Catering Industry.

The Education and Training Manager will be based at Aldershot but considerable travel is involved throughout the UK with a number of overnight stays away from home. His/her principal activities will be concerned with the provision of an advisory service, committee administration, representative duties with MSC, validation bodies and colleges, arranging Management Courses and carrying out research, principally in connection with the development of the National Training Programme.

The successful candidate will be over 25 but probably under 35 years of age and will be able to demonstrate proven success in an Industry Training Environment. We are seeking to appoint a highly motivated individual. Training will be given in the specialized areas of the job but educational qualifications to degree level are desirable.

The remuneration package includes a salary circa £10,000 per annum, a company car, contributory pension scheme and other fringe benefits. Assistance with relocation expenses will be provided, if necessary.

Interested candidates should send their full CV together with a covering letter in support of their application to:-

The Caravan Industry Training Organisation
National Training Programme
88 Catherine House
Victoria Road
Aldershot
Hants
GU11 1SS

(52337)

Institute of Housing

DEPUTY DIRECTOR

(Education, Training and Research)

Salary range £20,000 – £25,000

Dr Peter Williams, our current Deputy Director is leaving to become Professor of Housing Manangement at UWIST, Cardiff. The Institute is now seeking a successor who can further develop its education, training and research strategies and manage existing programmes.

This is a demanding opportunity for an innovative and dynamic professional. The successful candidate will be a highly competent academic conversant with all aspects of tertiary education and with strong interests in curriculum development, professional education and vocational training. A strong background in housing education, research and training is desirable. He/she must also be an excellent leader and communicator with negotiation and management skills.

The appointment is from 1 January 1988. The closing date for applications is Friday 30 October 1987. Interviews will be held in the week commencing 9 November 1987. For an application form and job description please telephone the Personnel Officer on 01-837 4280.

Institute of Housing
9 White Lion Street
Islington
London N1 9XJ

53384

Chief Educational Psychologist

£20,415 - £22,011 p.a.
(currently under review)

This post falls vacant from February 1st, 1988, on the retirement of Mr. Peter Portwood. Applications are invited from fully qualified educational psychologists with several years' professional experience including management responsibility at principal or senior level in a LEA psychological service.

Further details and job description, on receipt of a stamped addressed envelope, from: The Secretary for Education, Room 207, County Hall, Truro, TR1 3BA.

This post is being advertised again in order to extend the deadline for receipt of applications – this is now 2nd November, 1987.

Applications already received will automatically be considered.

(52352)

CORNWALL COUNTY COUNCIL

Editorial and Marketing Assistant

LDA Publishers of Educational Materials and Books has a job opportunity in its Editorial and Marketing team in Cambridge. The position involves working on new product research and development as well as marketing existing products to schools and educational establishments. The successful applicant will have an Education Degree, Teacher Training or equivalent qualification or experience. He or shee will be between 21-25 and must have a clean driving license.

This is an excellent opportunity to join an innovative growing publishing company and gain valuable experience. Starting salary is £8,000 p.a. and training in publishing and marketing will be given.

Send application letter plus C.V. to;

Dennis Blackmore,
LDA,
32 Bridge Street,
Cambridge CB2 1BR
Closing date 30th October 1987.

(52324)

FROEBEL INSTITUTE COLLEGE requires a PART-TIME ARCHIVIST

Ideally a qualified librarian, archivist or teacher, to develop the Early Childhood Collection as an information centre, a teaching resource and a source of material for research.

The initial appointment will be for one year only but is likely to be extended on a year-to-year basis. This is a half normal working time appointment and the successful applicant will be expected to work for 17½ hours a week at a commencing salary of £6,232.50. In other respects he/she will be subject to NJC/APTC increments, conditions of service and holidays, currently 22 days a year.

Further particulars of the post can be obtained from the College Senior Administrative Officer to whom applicants should apply at:

Froebel Institute College, Grove House, Roehampton Lane, London SW15 5PJ. Tel. 01-876 2242.

(53739)

EDUCATIONAL REPRESENTATIVES

North East London

Would you be capable of promoting books from Hamish Hamilton and Viking Kestrel to primary schools and to librarians in secondary schools? The work is for 30 weeks of the year in term-time only and requires use of your own car and telephone.

You should be articulate, persuasive and interested in children's books, which are enjoying a 'boom' in schools owing to the growing interest in the use of 'real books' for teaching reading.

Write for full details and job description to:

Lorna Tennent,
The Penguin Group,
27 Wrights Lane,
London W8 5TZ.
Tel: 01-938 2200

ManuLife

Crown House,
Crown Street,
Ipswich,
Suffolk IP1 3HS.

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Over £9.5,000 million

EAST ANGLIA/EASTERN COUNTIES

Are you at a career crossroads?
Successful, yet with no clear path forward?

A significant number of Manulife Consultants have joined the Company following a first career in teaching or Higher and Further Education.

Your ability to communicate, your integrity and enthusiasm are all qualities we appreciate. Manulife recognises and rewards success.

If you are aged between 25-55 and feel curious about what a career move may have to offer please telephone or write to:-

Peter Wilkinson – Ipswich 0473 219444

Interviews to be arranged during half term.
All enquiries will be dealt with in strictest confidence.

53714

PITMAN CENTRAL COLLEGE PART-TIME TUTORS REQUIRED

We are looking for flexible tutors able to teach the following subjects part-time during the day and/or in the evening.

KEYBOARD TRAINING
SHORTHAND (THEORY AND SPEED)
WORD PROCESSING
COMPUTER APPLICATIONS

Previous experience essential. If you would like to discuss these various opportunities with us please contact:

Caroline Ong
Manager, Extension Studies Department
Pitman Central College
154 Southampton Row
London WC1B 5AX
Tel: (01) 837 4481

pitman

MISCELLANEOUS

continued

LONDON SE21

DULWICH COLLEGE SPORTS CLUB MANAGER
Applications are invited from suitably qualified and experienced persons to fill this post on 1 December 1987 or as soon as possible thereafter. The Sports Club Manager will be required to co-ordinate the use of all College sporting facilities in the evenings, at weekends and during school holidays. They will work closely with the Friends of Dulwich College Sports Club in administration, the organization of sporting and social activities, and supervision of sports in the P.E. Centre. Applicants will also be expected to coach adult and children's courses from time to time.
The salary will be not less than £10,000 per annum and will be subject to negotiation depending on qualifications and experience.
Further details (Please send SAE) from: The Bursar, Dulwich College, London SE21 7LD.
Closing date for applications 4 November 1987.
(20256) 660000

LONDON SW1

WOMEN'S NETWORK OF THE METHODIST CHURCH EXECUTIVE SECRETARY
From 1st September 1988.
Further details from The Methodist Church Division of Ministries, Room 185, 1 Central Buildings, Westminster, London SW1H 9NH.
Applications should be received by 23rd November.
(20625) 660000

FURTHER TEACHER needed for the Cotswold Suzuki Violin Group. For details apply evenings to Tel: (0242) 510425.
(20838) 660000

KENT

CUDHAM
WARDEN
The Woodcraft Folk, a voluntary children's organisation seeks to appoint two fulltime Wardens at our residential centre in Cudham, Kent. The Centre caters for both Woodcraft Folk members and other users including disabled groups. The combined salary will be £6,600 an outer London Weighting. Accommodation will be provided.
For application form and further details please contact Mr. D. Bourn, (National Secretary), 13 Ritherdon Road, London SW17 4QE. Tel: 01-672 6031. Closing date Friday 23rd October.
(20288) 660000

WE SEEK TEACHERS to produce audio visual cassette courses in their spare time. Three courses remain - Shorthand Refresher, Tee Line Shorthand and Book Keeping. Must live in the south east. Excellent opportunity of immediate earnings plus potential for long term income. Details, write or call Lionheart Publications, Sandhurst Lane, Bexhill-on-Sea, East Sussex. Tel: 04243 2851.
(22063) 660000

Outdoor Education

COURTLANDS CENTRE. Resident Owner and Managed. Multi Adventure Courses for Primary, Secondary & Adults. Canoe, sail, waterski, climb, cave, ride & more. Integrated with field work if required. Field Work Biol. Geog. etc. A level, GCSE, TVEI, YTS. Self run facilities and tutored courses. Contact Iain Garland, Courtlands Centre, Nr. Kingsbridge, S. Devon TQ7 4BN. Tel: (0548) 550227.
(03063) 680000

CUMBRIA

SI VAL D'ISERE LES DEUX/ ALPE D'HUEZ
New Year & Mid February £181pp High Valley Ventures, Moor Row, Cumbria CA24 3JL. Access/Visa 0946 81675 & evenings. (21149) 680000

DARTMOOR EXPEDITION CENTRE. Outdoor Education 11/18s. Climbing, caving, canoeing, sailing, camping etc. Qualified instruction. Field trips, GCSE, TVEI, Duke of Edinburgh etc. Also Mountain walking. Leaders Training Courses. Est. 15 years. John Earle, Dartmoor Expedition Centre, Widecombe, Devon. (03642) 249.
(16067) 680000

DEVON

Single or multi-activity adventure holidays for all age ranges in a comfortable farmhouse setting. Adventure and enjoyment with the emphasis on safety. Pony trekking weekends and accommodation for field trips or own activities also available.
Mountain Stream Activities, Wydemeet Farm, Hexworthy, Yelverton, Devon PL20 6SF (Tel: 03643-215).
(19810) 680000

DEVON

SKERN LODGE OUTDOOR CENTRE
The professionals in Outdoor Education. Single or Multi-Activity and/or Field Study Courses. Senior & Junior Schools, T.V.E.I., Y.T.S., Management Training, Individuals and families.
For the best in instruction, equipment, facilities and value Tel: Bideford (02372) 75992 or write Skern Lodge, Appledore, Bideford, Devon EX39 1NG for brochure.
Founder member of British Activity Holiday Association.
See our advert on Page 22.
(16282) 680000

Schools Programme Manager

As the national leader in the Schools Programme field, you will be responsible for promoting health education in schools and FE colleges, with an annual budget currently valued at over £1 million. The work will involve managing the HEA's Young People's Programme, consisting of a variety of innovative curriculum development and related projects based in Universities and elsewhere. You will also provide support for other HEA programmes (e.g. on AIDS, smoking, heart disease, alcohol and drug abuse), will liaise closely with LEA's, HMI and DES, and will be responsible for the work of a small team. Some travelling from London will be involved.

Extensive experience in school health education as an LEA adviser, advisory teacher, or at a senior level within a school or college is essential. Good communication skills are essential especially for the promotion of the HEA's activities to the media.

The salary will be on the scale £14,890 - £18,476 inclusive. (Pay award pending).

Schools Programme Officer

In this position you will assist the Programme Manager in devising an effective programme to promote health education in schools and FE colleges; and will be responsible for a delegated area of the programme, probably related mainly to schools.

The salary will be on the scale £13,219 - £15,789 inclusive. (Pay award pending).

Letters of application, accompanied by a CV (to include both home and work telephone numbers) should be sent to arrive by October 26th to: Ralph McKee, Personnel Manager, Health Education Authority, 78 New Oxford Street, London WC1A 1AH.

Interviews will be held at the HEA on 28th October for the Programme Manager and 29th October for the Programme Officer.

HEALTH EDUCATION AUTHORITY

COMMONWEALTH INSTITUTE

Education Officer: Performing Arts

The Commonwealth Institute is expanding its Educational Programmes, and this exciting new post has been created to spearhead developments in the performing arts.

We are looking for a qualified teacher with a drama/music background who has had successful experience of creating theatre in education programmes in schools in Britain.

You should have

1. experience of promoting arts programmes related to our multicultural society, and working closely with community groups.
2. dynamic and creative personality, with ideas for bringing drama elements into all our educational programmes.
3. sensitivity to the needs of others, the ability to work as part of a team and administrative skills.

You will also be responsible for promoting performing arts programmes for adults and animating our proposed new Exhibition Galleries.

A commitment to the Commonwealth and its ideals of sharing, co-operation and anti-racism, and a willingness to work some evenings, weekends and holidays are essential.

Salary: Burnham Scale 3 — Annual leave: 30 days

Please send your full C.V. and a letter of application to the Personnel Officer, from whom further details are available.

Appointment to commence early January 1988.

Closing date for applications 2 weeks from the date of this notice.

The Institute is an equal opportunity employer. 53716

LONDON BOROUGH OF TOWER HAMLETS
An Equal Opportunity Employer
BOROUGH ENGINEER'S DEPARTMENT

Road Safety Assistant

£9,054-£9,954 REF. 232/7045288/TES)

An energetic self-motivated person is required to join our Road Safety Section. You will work on the Council's accident reduction and with secondary schools and adults as part of the Council's education and training programme. You will also carry out projects and education work with other age groups. The opportunity to gain the certificate/advanced certificate in Road Safety Studies will be available.

Applicants should have a clean driving licence and should be able to communicate with all age groups. Ideally the successful applicant will already be studying for a Road Safety Certificate and will be experienced in Road Safety Education or Accident Remedial studies.

Application forms and job descriptions may be obtained from Staffing Section, Municipal Offices, 153-159 Bow Road, London E3 3SE, or telephone 01-980 4414, ext. 5915.

The Council is decentralising its services and all offers of appointments are made on the understanding that job location, duties and responsibilities are liable to change.

Please quote the job title and reference. Completed forms must be returned by 2nd November 1987.

Applicants are considered on their suitability for the post, regardless of sex, sexual orientation, religion, racial-origin, marital status, disablement or age.

(52330)

LONDON BOROUGH OF TOWER HAMLETS

E.S.L. SERVICE
Credon Teacher's Centre, Kirton Road, London E13

CO-ORDINATOR

Scale of post: Incentive Allowance 'E' (£4200)
Required: January 1988/as soon as possible

A teacher with considerable knowledge and experience of the teaching of English as a second language to Bilingual Pupils/Students. The post involves responsibility for managing a large team of E.S.L. Teachers, as well as in-service training for E.S.L. and mainstream teachers. An ability to relate to a wide range of staff and situations is essential.

Previous applicants will be considered.

LONDON ALLOWANCE £1215

Application forms/further particulars (s.a.e. please) available from The Director of Education, to whom completed forms should be returned by 27/10/87.

Education Offices,
379/383 High Street,
Stratford, E15 4RD.
52388

LONDON BOROUGH OF NEWHAM

You can give the Third World a lot more than money.

Many people want to help the Third World.

But relatively few can offer the kind of help wanted most: the handing on of skills and professions which lead to self-reliance.

This is the contribution of men and women working for VSO.

If you have the training and experience which answer any of the the skill areas listed here (and you're able to accept and fulfil the conditions of VSO work), please complete and return this advertisement. Enquiries Unit, VSO, 9 Belgrave Square, London SW1X 8PW.

Conditions of work ● Pay based on local rates ● Rent-free accommodation ● National Insurance and medical insurance ● Equipment and re-equipment grants ● Language training provided where necessary ● Return flight paid ● Posts (always approved by our field staff) are for a minimum of 2 years ● Applicants should be without dependants ● Many employers will grant leave of absence.

I'm interested.
I have the following training/experience:

Name

Address

English Teachers – TEFL/ESP ☐
Bangladesh – British Council, Rajshahi
Bangladesh – British Council, Chittagong
Bangladesh – Gono Shasthya Kendra
Bangladesh – Banchte Sheka
China – Ningxia Agricultural Coll.
Nepal – British Council KELT School (3 posts)
Nepal – Bus. and Professional Women's Club

English Teachers – Miscellaneous ☐
Sudan – Sudan Extension Unit
Tanzania – Sokoine University – Communications Skill Unit
Zambia – Choma TTI – Communications Skill Unit
Zambia – Lusaka TTI – Communications Skill Unit

English Teachers – Secondary Schools ☐
Kenya – Sheik Ali Secondary School
Kenya – Sabunley Secondary School
Kenya – Kyanwithia Secondary School
Kenya – Shieywe Secondary School
Kenya – Nambototo Secondary School
Kenya – Otok Secondary School
Kenya – Friends SS, Bukembe
Kenya – Kipsigak Secondary School
Kenya – St Luke's Yatta Sec School
Kenya – Syomunyu GSS
Pacific – Takuilau College, Tonga
Pacific – Vureas High School, Vanu
Pacific – Motufoua SS, Tuvalu
Papua New Guinea – Min of Ed/RAIKOS High School
Sierra Leone – St Joseph's Voc SS
Tanzania – Vikokotoni Secondary School
Tanzania – Monduli Secondary School
Tanzania – Masasi Girls Secondary School
Thailand – Thammasatit Sukea School
Zimbabwe – Mhakwe Secondary School
Zimbabwe – Ngundu Halt Secondary School
Zimbabwe – Nyamururo Secondary School

English Teachers – Teachers Training ☐
Papua New Guinea – Min of Ed/DARU HS
Kenya – Machakos Teachers Resource Centre
Pakistan – Teachers Resource Centre
Pakistan – Aga Khan Foundation North
Tanzania – Tassia
Thailand – ARTC Lam Phang

Miscellaneous – Teachers ☐
Papua New Guinea – Watut Valley Self Help School
Papua New Guinea – Highlands Agricultural College
Sierra Leone – Njala University College

Home Science Teachers ☐
Pacific – St Joseph's School

Sierra Leone – Bunumbu Teachers College
Sierra Leone – Holy Rosary SS Pujehun

Commerce/ Secretarial Teachers ☐
Caribbean – Castries Comp SS
Kenya – Kauti Youth Polytechnic
Nigeria – Gombe FTTC
Pacific – Api Fo'ou College, Tonga
Sierra Leone – St Joseph's Centre

Special Education Teachers ☐
Caribbean – Dept Soc Welfare
Caribbean – Lake Hodge Comp
Malaysia – Sunflower Club
Nigeria – Minna School for Handicapped (2 posts)
Nigeria – Jada Special Ed Centre (2 posts)
Tanzania – SOMAFCO – Remedial Teacher
Thailand – Khun Kaen Blind Centre.

Science/Maths Teachers – Secondary Schools ☐
Belize Cent. Am – St Catherine's Academy
Kenya – Kauma Secondary School
Kenya – Friends SS, Bukembe
Kenya – Lwanya Secondary School
Kenya – Ikalyoni Secondary School
Nigeria – GTC Gaidam
Nigeria – GTC Damboa (2 posts)
Pacific – Api Fo'ou College, Tonga
Pacific – Min of Education Solomons
Pacific – High School, Vanuatu
Pacific – Junior High School
Pacific – Junior Sec School
Pacific – Choiseul Bay PSS
Papua New Guinea – Min of Ed/RAIKOS High School
Tanzania – Mazengo Secondary School
Tanzania – Fidel Castro Secondary School
Zimbabwe – Nyanyadzi Secondary School
Zimbabwe – Mhakwe Secondary School
Zimbabwe – Ngundu Halt Secondary School
Zimbabwe – Mwenezi Secondary School
Zimbabwe – Chadzamira Secondary School
Zimbabwe – Gutu High School
Zimbabwe – Nyabata Secondary School
Zimbabwe – Regina Coeli Secondary School
Zimbabwe – St Charles Secondary School
Zimbabwe – Sanyati Baptist High School

Science/Maths Teachers – Teachers Training ☐
Ghana – Akropong Teachers College
Nigeria – Tudun Wada
Nigeria – ERC Zaria
Uganda – Kaliro NTC

Note: There are many more posts to be filled than those shown here.

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24p S.A.E. appreciated. Charity no. 313757. TES/16/10

OUTDOOR EDUCATION
continued

DEVON
NORTHLEW GRANGE MULTI-ACTIVITY CENTRE
Dartmoor, Devon
Activities to include: Rock Climbing, Abseiling, Canoeing, Pony Trekking, Windsurfing, Archery, Assault Course, Orienteering and Expeditions. Fully Qualified Staff. All Specialist Equipment provided. One Free Adult place per 10 paying pupils. Bonus offer of £200 with every group of 40 booked before 31st December 1987.
Further details can be obtained by telephoning: Beaworthy (Tel: 040 922) 765 or writing to: Northlew Grange, Freepost, Northlew, Okehampton, Devon EX20 1YZ. (19900) 680000

FIELD STUDIES COUNCIL

TUTOR IN ECOLOGY, BIOLOGY AND ENVIRONMENTAL STUDIES

Is required at JUNIPER HALL FIELD CENTRE, Dorking, Surrey.

Applicants should have an honours degree in Biology or Environmental Science: an educational qualification and/or teaching experience would be an advantage as would a willingness to teach across the age and ability range from juniors through to 'A' level.

Salary: £6,168 - £6,624 plus free board and lodging.

Preferred starting date: early January 1988 - closing date for applications Friday 13th November 1987.
(19353) 680000

LONDON W6

THE AMATEUR ROWING ASSOCIATION INVITES

APPLICATIONS FOR THE POST OF NATIONAL ROWING COACH

Candidates should have experience of coaching as this will constitute part of their duties.

The successful candidate is likely to have teaching experience and have a PE or related qualification.

The appointed National Coach will be expected to work from the ARA Headquarters at Hammersmith and must hold a current driving licence. A car will be provided.

Applications giving a career history should be sent in confidence to the Executive Secretary, Amateur Rowing Association, 6 Lower Mall, London W6 9DJ, to arrive no later than Friday 23 October. It is intended to hold interviews on Wednesday/Thursday 28/29 October.
(15288) 680000

English as a Foreign Language

EAST SUSSEX
Permanent teacher required by Embassy School of English, Hastings.
Contact the Principal, (0424) 720282. (16530) 700000

BOURNEMOUTH
TEACHER/TEACHER TRAINER
International Teaching and Training Centre invites applications from qualified English Language teachers with teacher training experience on RSA Preparatory Certificate courses. Applicants must have a minimum of 5 years' EFL teaching experience and the RSA Diploma.
Further details from: ITTC, 674 Wimborne Road, Bournemouth BH9 2EG. Tel: 0202 531355. (20850) 700000

ELT REPRESENTATIVES
Heinemann ELT is expanding its UK based team responsible for promoting sales of its rapidly growing ELT list and also making appointments abroad.
We are looking for energetic, enthusiastic teachers with ELT experience, a willingness to travel and an interest in quality teaching materials.
Please write with cv to: Francis Baker, ELT Marketing, Heinemann Educational Books, 22 Bedford Square, London WC1B 3HH or call for further information on 01-637 3311. (16508) 700000

LONDON
R.S.A. Certificate in T.E.F.L. Full-time and part-time courses throughout the year. Fee £440 inclusive of R.S.A. registration fee.
Information and application forms from Marble Arch Teacher Training, 21 Star Street, London W2 1QB. Tel: 724 2217. (39230) 700000

SHEFFIELD

SHEFFIELD CITY POLYTECHNIC

Are you a graduate or teacher interested in working overseas? Why not train to teach English to Speakers of Other Languages? Upgrading courses for experienced teachers also available.

Open Polytechnic Distance Training programme plus short residential block leading to: Certificate in TESOL, Associate Diploma (TESOL), Licentiate Diploma (TESOL), Fellowship (TESOL).

For full details write or phone: The TESOL Centre, Sheffield City Polytechnic, Totley Hall Lane, Sheffield S17 4AB. Tel: (0742) 369941. (16956) 700000

V.S.O
Please see V.S.O. display ad. under Overseas Appointments. (19062) 700000

English as a Second Language

BUCKINGHAMSHIRE
COUNTY COUNCIL
AYLESBURY VALE MULTI-CULTURAL SUPPORT TEAM
Required as soon as possible, full-time Teacher to join the Multi-Cultural Support Team working in Primary and Secondary Schools in the Aylesbury Vale Area. This Main Scale post is based at Elmhurst County First School Aylesbury. An attractive relocation package including mortgage assistance is available in approved cases.
This is a re-advertisement and previous applicants will automatically be re-considered.
Application form and further details (s.a.e.) from, and to be returned to, Acting Education Officer, Aylesbury Vale Area Education Office, Exchange Street, Aylesbury, Bucks. HP20 1UH. Closing date 30th October 1987.
(20288) 710000

CAMBRIDGESHIRE
COUNTY COUNCIL
(An Equal Opportunity Employer)
ENGLISH SECOND LANGUAGE/P.E. SPECIALIST TEACHER
(Main Professional Grade - Incentive Allowance B)
Required for January 1988, teacher with a background in Early Childhood Education and a keen interest in Physical Education to encourage and promote in schools approaches to language development throughout the medium of Physical Education.
Application form and details from Mrs G. Jones, Peterborough Area Education Office, Touthill Close, Peterborough, Cambs. (s.a.e. please) Closing date 23rd October 1987.
(22961) 710000

HOUNSLOW
SCHOOLS' LANGUAGE UNIT
Smallberry Green Centre,
London Road, Isleworth,
Middx
Tel: 01-568 0551
Co-ordinator C.L.S.S. - Frieda Warman B.Ed
SECONDARY C.L.S.S. TEAM
Required for January 1988 two maternity leave appointments. There are two vacancies in the team. At present, members of the team are working mainly in mainstream school with second, third and fourth stage learners with some first-stage work being undertaken at the Schools' Language Unit.
The mainstream work is mainly co-operative teaching across the curriculum and involves liaising with mainstream staff and supporting the bilingual pupils in their classes.
Applicants should be qualified teachers with preferably a T.E.S.L. diploma.
Letters of application should be sent to Mrs. F. Warman, Head of Service, C.L.S.S. Secondary, Smallberry Green Centre, London Road, Isleworth, Middlesex TW7 5AR, Tel: 01-568 0551.
London Allowance £795.
We are an Equal Opportunity Employer. (20846) 710000

HERTFORDSHIRE
COUNTY COUNCIL
St. Albans Curriculum and Language Support Service
Required for January 1988 or as soon as possible thereafter, two full-time teachers for the above team to support developing bi-lingual students in local primary and secondary schools. Main Scale plus Outer London Fringe Allowance. Applicants should have a commitment to working collaboratively with mainstream colleagues. Experience of teaching English as a Second Language and involvement in curriculum development for a multicultural society are obvious advantages. Teachers who are bi-lingual, preferably Bengali/English, particularly welcome. These are peripatetic posts and applicants will need to hold a current driving licence and to have the use of car, for which expenses will be payable (current rate 13.6 pence per mile).
Hertfordshire offers a generous scheme of relocation allowance under approved circumstances.
Apply immediately by letter with full c.v. and names and addresses of two referees to the Divisional Education Officer, Divisional Education Office, County Council Offices, Civic Centre, St Albans AL1 3JZ. S.a.e. please.
(20595) 710000

LANCASHIRE
COUNTY COUNCIL

An Equal Opportunities Employer welcoming applications from all sections of the community

ROSSENDALE ESL SERVICE
(attached to Haslingden Stonefold CE (Aided)

ESL - MAIN SCALE

Required 1st January, 1988.

For application forms and addresses to whom completed forms should be sent, send SAE (foolscap) to the Chief Education Officer, PO Box 61, County Hall, Preston PR1 8RJ.

Closing date: 29th October, 1987. (20203) 710000

V.S.O
Please see V.S.O. display ad. under Overseas Appointments. (19063) 710000

WILTSHIRE
COUNTY COUNCIL

MULTICULTURAL SERVICE

Required from January, 1988, a Peripatetic Main Scale (formerly Scale 2) E.S.L. Specialist to fulfil an important role working county wide. Bi-Lingualism would be an advantage.

Application form and further details (s.a.e. please) available from Chief Education Officer, Area Education Office, Sanford House, Sanford Street, Swindon SW1 1QH (Ref: PJK). Closing date for completed application forms 30th October, 1987.

'Wiltshire is an equal opportunity employer'. (20021) 710000

Overseas Appointments

CHILE
ST. JOHN'S SCHOOL
Concepcion, Chile
Requires a graduate teacher of English to teach courses leading to GCSE and IB qualifications.
Salary will be in accordance with current scales. Air fares and housing provided.
Further information from Mr R. Whittington, 47 Turkey Rd. Bexhill-on-Sea, Sussex. Phone (0424) 214905 (Home) or (04352) - 6066 (Work). 720000
(20614)

CYPRUS
Teacher of Girls' P.E. with Geography or Biology, for immediate employment at English Curriculum School in Nicosia, Cyprus. C.V., references, phone number and full size photo to. 28 Leonard Court, Kensington High Street, London W8, by 28th October 720000
(20630)

GREECE
Experienced EFL teachers. University or College graduates are required for immediate employment. One-year or longer-term contracts.
Please send C.V. - photo. degree copies to: S.G. Strategakis, 24 Proxenou Koromila St., 546 22 Thessaloniki, Greece. 720000
(20615)

GREECE
ELT REPRESENTATIVE
Heinemann ELT are looking for a teacher with ELT experience to assist their manager in Greece with promotion to schools of major new ELT courses.
The job will suit an energetic single person with experience of living outside the UK and who has travel away from home who has an interest in language teaching materials.
A two year local contract will be offered and opportunities may exist elsewhere within the marketing department of Heinemann ELT following successful completion.
For further details call Francis Baker 01-637 3311 or write with cv. to ELT Marketing, Heinemann Educational Books, 22 Bedford Square, London WC1B 3HH. (16507) 720000

OVERSEAS POSTS
continued

INDONESIA
Teachers required in November for varied EFL/ESP work. Single candidates preferred. Two year contract. Minimum qualifications: B.A. plus R.S.A. Prep Cert plus one year's overseas TEFL.
Payment according to qualifications and experience.
Interviews in London immediately.
Full c.v., recent photograph, references, passport number, date available and telephone number to:- English Language Services, 70 Oakington Avenue, Wembley Park, Middx.
(22851) 720000

ITALY
International School of Naples (85 pupils 6-18 years) urgently requires a lively General Science teacher to take sole charge of Science in the secondary school. Small classes, enthusiastic staff and pupils. The salary of £6,023 p.a. net allows single teachers a comfortable lifestyle. Applications invited from experienced and newly-qualified teachers, ideally able to begin before Christmas (those available from January also considered).
Please send c.v. soonest indicating earliest start date, plus names, addresses and telephone numbers of three professional referees, to: Box ISN, European Council of International Schools, 21B Lavant Street, Petersfield, Hants, GU32 3EL. (20658) 720000

ITALY
Primary teacher for English family with 4½ yr old. 20 mls. Florence. Phone 010 39.577.740832.
(20647) 720000

KENYA
THE ORANGE SCHOOL
P.O. Box 42782, Nairobi, Kenya
Required January 1988. Qualified Teachers to teach to 'O' Level Biology and General Science, English and Lower School subjects.
2 Yr. contracts, passages, accommodation, C.V. and photograph to the Headmaster. (20820) 720000

Saudi Arabia Support Department

ENGLISH LANGUAGE TEACHERS

King Faisal Air Academy
High tax-free salaries

British Aerospace can offer immediate opportunities for qualified and experienced male English Teachers to join our staff at the King Faisal Air Academy at Riyadh, where our responsibilities include teaching English to cadet-students beginning their training in the Royal Saudi Air Force.

These are exceptional opportunities for teachers with the requisite qualifications and experience to earn high salaries, which will be *tax-free* subject to completing a minimum of one year's service in Saudi Arabia.

Applicants must be UK citizens and must be able to demonstrate all three of the following minimum essential requirements:

M.A. and a first degree with English, Linguistics or Modern Languages as a main subject;
post-graduate certificate in education;
five years' teaching experience, of which three years must have been spent teaching English as a foreign language.

Successful candidates will work in well-equipped educational facilities as part of our large British expatriate staff in Saudi Arabia. In addition to the *high tax-free salary*, they will receive free accommodation, messing, medical-care, life assurance and other benefits, including travel-paid UK leave.

Please apply in writing, giving brief details of experience, quoting reference 084/TES to: The Personnel Officer, Saudi Arabia Support Dept., FREEPOST, British Aerospace PLC, Military Aircraft Division, Warton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 633333 Ext. 2095

BRITISH AEROSPACE

Posts Overseas

Key English Language Teaching Scheme

The KELT scheme is part of Britain's Aid Programme to developing countries

Algeria

ESP Adviser, University of Algiers
ESP Adviser, University of Oran
ESP Adviser, University of Constantine

Duties: to adviser on the development of an intensive, pre-sessional study skills course for Algerian post-graduate students (prior to further study in UK); to teach up to 9 hours per week on this intensive, pre-sessional course February-June 1988, and subsequently for 9 months of the academic years 1988/89, 1989/90; to assist the 'Collectif Pédagogique' in drawing up a focussed and staggered plan for advertising neighbouring, key tertiary institutions in their ESP programmes.
Qualifications: British born UK citizens with a British educational background; MA ELT or Applied Linguistics, with five years' overseas experience including ELT at tertiary level and tertiary level ESP experience.
Salary: £10,128-£15,068 p.a.
Overseas allowance: nil-£6,722 p.a. depending on salary level and marital status.
Closing date for applications: 6 November 1987.
Reference: 87 K 59-61 T

Tanzania

Senior ELT Adviser
Ministry of Education
(Project Co-ordinator)
English Language Teaching Support Project

Duties: to co-ordinate a nine-strong KELT team under the direction of a task force of Ministry of Education officials to improve standards of English language teaching and learning throughout Tanzania, with emphasis on reading skills. The post requires a high level of managerial skills and involves extensive travel.
Qualifications: UK citizens with a British educational background; first degree and an MA in Applied Linguistics/TEFL; PhD desirable; at least 10 years' relevant overseas experience, preferably in Africa, involving teacher training.
Salary: £18,023-£22,998 p.a. free of UK income tax.
Overseas allowances: nil-£2,930 p.a. depending on salary level and marital status.
Date of appointment: January 1988.
Contract: initially for 2 years with the British Council.
Closing date for applications: 23 October 1987.
Reference: 87 K 58 T

Benefits for the above posts: free family passages; children's education allowances and holiday visits; free furnished accommodation; baggage allowance; medical scheme; employer's contribution to a recognised superannuation scheme or an allowance of 11% of salary in lieu.

Peru

Markham College, Lima
Markham College is a non-profit-making, independent day school for 1600 boys, mostly Peruvian, aged 5-18.
Post 1: Head of Mathematics, Upper School (12-17 age group).
Post 2: Teacher of English, Upper School.
Post 3: Teacher of General Subjects, Lower School (8-11 age group).
Duties:
Post 1: to teach Mathematics leading to Cambridge GCE 'O' level; to prepare pupils for Peruvian University entrance examination.
Post 2: to teach English leading to Cambridge GCE 'O' level, Cambridge preliminary English Test and First Certificate examinations also to teach History to junior groups.
Post 3: to teach English, Mathematics, History and Geography in the Lower School.
Qualifications: Cert Ed essential, degree desirable; TEFL qualification preferred (Post 2); knowledge of computing, an advantage (Posts 1 and 3), also ability to help with music and games (Post 3 only).
Salary:
Post 1: Burnham III converted to Baker scale.
Post 2: Burnham II converted to Baker scale.
Post 3: Baker basic scale. All posts paid in local currency plus an overseas allowance.
Benefits: settling-in allowance, fares and baggage allowance.
Contract: 2 year local contract, renewable, starting March 1988.
Closing date for applications: 28 October 1987.
Reference: 87 B 53-55 T

Egypt

The British Council Teaching Centre
Deputy Director of Studies
Duties: to research and develop syllabi, materials and tests; in-house teacher training; responsibility for marketing and researching programmes for the English Centre; negotiating and managing outside contracts; assisting with the day-to-day management of the Centre.
Qualifications: degree, RSA Dip TEFL or PGCE TEFL; 5 years' EFL teaching experience; some management experience in a British Council DTO or similar institution.
Salary: scale £10,008-£13,440 p.a.
Local allowance: £E 600 per month (£1= £E 3.61 approx).
Benefits: annual club class airfares; six weeks' leave p.a.; baggage allowance.
Contract: 2 years from 1 January 1988.
Closing date for applications: 5 November 1987.
Reference: 87 D 108 T

For further details and application form, please write, quoting the post reference number, to: Overseas Educational Appointments Department, The British Council, 65 Davies Street, London W1Y 2AA.

The British Council

The Board of Trustees of the Amman Baccalaureat School in Jordan invites applications for the post of Principal, to succeed Mr David Phillips, MA, Cantab, in September 1988.

This independent, coeducational school offers a bilingual education to approx. 750 pupils from Kindergarten to 18 years. Its Jordanian and expatriate teaching body covers the Jordanian Tawjihi, GCSE and International Baccalaureat syllabi.

Interviews in Amman late November/early December 1987. Please apply for further details and Application Form to:
Box No. TES 00831,
Priory House,
St John's Lane,
EC1M 4BX.
(62333)

THE ENGLISH SCHOOLS FOUNDATION HONG KONG

The Executive Committee of The English Schools Foundation and The Council of Island School invite applications for the post of

PRINCIPAL

which becomes vacant for 31 August 1988 following the appointment of Dr C.H.R. Niven, M.A. (Cantab), Dip.Ed. (Oxon), L.es L. (Nancy and Lille), F.R.S.A., as Headmaster of St George's English School, Rome.
The English Schools Foundation, Hong Kong, administers four secondary and eight primary schools, and a Centre for Children with Special Educational Needs, which are funded by fees and direct government grant.
Island School is a secondary, co-educational day school of some 1,150 pupils (including 230+ in the Sixth Form). The school enjoys an excellent reputation for its high academic and sporting achievements, pastoral care and contributions to the community. The present principal is an overseas member of the H.M.C. The Executive Committee and School Council are seeking applications from well-qualified candidates with considerable experience of working at a senior management level in schools or colleges, and with a proven record of success in education.
The salary will be in the range HK$34,970 to HK$37,260 per month and the Conditions of Service include generous provision for housing, medical benefits and a 25% annual gratuity.
Applications, with a photograph, full curriculum vitae and the names and addresses of two professional referees should be made to The Secretary, The English Schools Foundation, 43B Stubbs Road, Hong Kong to be received before 27 November 1987.
Selected applicants will be sent further particulars.
(53494)

THE ENGLISH SCHOOL NICOSIA CYPRUS

A "selective Grammar School" of over 800 boys and girls, mainly Greek-Cypriot, but including some 20 other nationalities. Sixth-Form about 230, most taking 4 A-level subjects. Much importance attached to out-of-class activities. A description of the School will be found in the Independent Schools Yearbook.

HEADMASTER

Mr David Humphreys OBE is to retire at the end of the present school-year, after 20 years' service. His successor will be under 50, a Graduate of a British University, with relevant (preferably overseas) administrative experience.

Enquiries should be addressed to: The Secretary, The Board of Management, The English School, Nicosia, Cyprus.

Applications, on a Form obtainable from the Secretary, with accompanying letter, must be received not later than 27th November.

Interviews will be held in London in late December.
(62406)

OVERSEAS POSTS
continued

ITALY
ROME
ENGLISH LANGUAGE INSTRUCTORS
Pref. age 27 - 37 years. MUST HAVE strong clear voices. Ex. Conds. Tel: 010 396 942 4016. (20809) 720000

KENYA
GREENSTEDS INDEPENDENT SCHOOL,
Private Bag, Nakuru
Required as soon as possible a qualified teacher of French and German to G.C.E. "O" Level.
Apply with full c.v. and photograph to the Headmaster (20851) 720000

KENYA
BANDA SCHOOL,
Nairobi
Required for January 1988 a fully qualified teacher of French to teach up to C.E. level. The school is set on the edge of Nairobi Game Park and pays the Baker Scale plus air fares.
Please write, including C.V. to the Banda School, P.O. Box 24722, Nairobi, Kenya. (19831) 720000

KENYA
BANDA SCHOOL
Nairobi
Required for January or September 1988 Specialist instrumental teachers of brass, strings and woodwind. Work will be with individuals or small groups. Some class teaching may be available. Salary Baker Scale plus air fares. The school is set on the edge of Nairobi Game Park.
Please write, including C.V. to the Banda School, P.O. Box 24722, Nairobi, Kenya. (19830) 720000

KUWAIT
KUWAIT ENGLISH SCHOOL
Due to matrimonial transfer, a vacancy occurs in January 1988 for a SPECIALIST TEACHER OF GIRLS P.E. for the Senior Department.
Tax free salary, free, furnished air-conditioned accommodation and annual flight home, modern well-equipped building.
Please forward full C.V., recent testamonials, names & addresses of two referees plus telephone numbers and a recent photograph to: The Principal, P.O. Box 8640, Salmiya 22057, Kuwait. (20629) 720000

MIDDLE EAST

OMAN

PHYSICS to 'A' level for January 1988. Single male or female graduate.

Salary approx. £10,000 p.a., plus accommodation and fares.

SAUDI ARABIA

EFL for 7/10 year olds required immediately. Single male. Salary approx. £9,500 p.a. plus accommodation and fares.

Please apply urgently with CV and names of 2 referees to Gabbitas Thring Recruitment, 6,7 & 8 Sackville Street, London W1X 2BR. (Tel: 01-734 0161). (22959) 720000

NIGERIA
Vacancy in January for Class Teacher with 3-5 years experience in International Primary School (roll 120). Work quotas, free flights and accommodation. Good remuneration.
Contact: The Headmistress, P.O. Box 2947 Kaduna North, Nigeria. (20622) 720000

TEACH OVERSEAS

Join the International Educator's Institute and receive its quarterly newspaper featuring overseas, U.S. and international school staff recruitment adverts, advice and other significant benefits.

Write to: TIE UK Co-ordinator, 20 Lindfield Road, Ealing, London W5 1QR, England. (17332) 720000

NEW ZEALAND
HUNTLEY SCHOOL
Marton
Applications are invited for the position of Headmaster at Huntley School, Marton, New Zealand, to take effect from February 1988 or as soon as possible thereafter. Huntley is an independent Anglican boys' preparatory school with a roll of 110 boarders and 40 day boys, ranging from Standard 2 to Form 2. The School is governed by a Board of Trustees, elected by Old Boys, Parents and the Wellington diocese.
The School stands in 28 acres of its own land in a rural area of the country, one mile from the town of Marton. A four-bedroomed house is provided for the Headmaster and his family.
Full particulars and application forms may be obtained from: The Secretary, The Huntley School Board of Trustees, P.O. Box 222, Marton, New Zealand. (20648) 720000

NORWAY
PROFESSIONAL LANGUAGE SERVICE
Seeks
PARTNER
Founded in 1985, PLS has established a firm foothold within the highly competitive Norwegian market, and is looking to reorganise into a limited liability company with four departments English, Norwegian, Translations and Administration.
We therefore now invite applications for the appointment of partner responsible for the English department, based in Sandnes, Norway.
Duties will include planning and teaching E.S.P. courses, exam courses, marketing, materials design.
Applicants should have: University degree, R.S.A. Equivalent, 5 years experience.
All letters will be answered, selected applicants will be sent details of our services and negotiable terms of the appointment.
Interested parties should write enclosing full C.V., testimonials and photo to: The Director, Professional Language Service, Postboks 1114, N-4301 Sandnes. (20669) 720000

SPAIN
ENGLISH TEACHERS REQUIRED
Send C.V. and photo Swiftair, Manaold, Dos de Mayo 150, Ontenieute (Valencia). Tel: 6248 0859. (20844) 720000

TOKYO
TEACHING ENGLISH IN TOKYO
From January 1988. Challenging post in Elementary school for qualified teacher with lots of ideas, and who loves young children and who can use games, singing and activities as aids to learning. Big classes (30 children).
House near school.
Please apply with C.V. and photograph to: Principal, Shukutoku College, 83 Pittville Lawn, Cheltenham, Gloucestershire. (20640) 720000

TURKEY
E.F.L. TEACHERS
Required for 1987/88 academic year by private language school in Istanbul.
Applicants must possess: B.A. plus P.G.C.E. or T.E.F.L., experience in E.F.L. preferred. The qualified applicants should be very lively and enthusiastic and prepared to work flexible hours.
We offer an attractive salary based on experience, furnished accommodation and air fare.
Please apply immediately in writing enclosing copies of writing enclosing copies of relevant documents and a recent photo to: Tepum Language School, Cami Sokak, Kilic Han No 6/1, Tesvikiye, Istanbul, Turkey. (20623) 720000

TURKEY
Teachers, single, British, for year beginning 1st November 1987. Private English teaching school. University Degree and B.S.A. Prep. Cert. in T.E.F.L. required.
Please write with Picture immediately: Brian Kolsll, Ovaakca Koyu, Bursa-Turkey. (19898) 720000

TURKEY
Graduates with TEFL qualifications (prep) required by Ministry of Education recognised and Cambridge Board nominated Language Centre. Free Accommodation, Medical Cover, Travel Expenses, Attractive Local Salary.
Send c.v., copies of Degree, TEFL Cert., and photo to: CAGDIL, Altiparmak caddesi, Bursa, Turkey. (19877) 720000

USA RECRUITMENT Tel: 01-987 0454. C.V. to Exodus, 128 Balfron Twr., St Leonard's Rd., London E14 0QT. (34084) 720000

The Centre for British Teachers

MALAYSIA 'A' LEVEL PROGRAMME

Do you want a challenge? Because this is a tough assignment.

The Centre is hoping to recruit one 'A' level teacher for each of the following subjects:

- Chemistry
- Economics
- Geography
- Physics

FOR 1 JANUARY 1988

Applicants should have a degree and PGCE in the relevant subject and at least 3 years 'A' level teaching experience, preferably London Examining Board.

The 'A' level programme is being run in a prestigious Government College on the outskirts of Kuala Lumpur. The teachers will be working closely with Malaysian 'A' level teachers and with teachers of Study Skills. They will have a heavy timetable, with tutorials and counselling, and will lead teacher meetings in addition to their subject teaching commitment.

The rewards are:
- working in an attractive and interesting country
- well-motivated students
- salaries from M$2860 to M$3633 according to experience (M$ = £4.18)
- fares, baggage, medical cover
- tax free terminal bonus and leave entitlement

Contracts from 1 January 1988 to 31 July 1989.

Because of UK notice regulations time is short, so applicants should telephone Jude Brooks to give and receive details, and for interviews to be arranged. Only applicants free to go to Malaysia by 1 January 1988 should apply to:
The Centre for British Teachers, Quality House, Quality Court, Chancery Lane, London WC2A 1HR Telephone: 01 242 2982.

53721

Applications are invited for the position of

HEADMASTER
of
WANGANUI COLLEGIATE SCHOOL NEW ZEALAND

Wanganui Collegiate School is an Independent Anglican Secondary School for boys. Founded in 1854, the School stands in sixty acres of spacious grounds. The roll of over 500 is divided amongst five boarding and two dayboy Houses. The School, which has the largest full boarding roll, ranks amongst the foremost in the country.

The aim of the School is to offer a broad education, based on Christian principles, so that each boy may realise to the full his intellectual, physical and spiritual potential and eventually take his place in the community, aware of its needs and eager to make his contribution to its welfare.

Wanganui Collegiate School is situated on the West Coast of the North Island, about two hours' drive from the country's Capital, Wellington. Wanganui City borders the recently established Whanganui National Park, which features Mt. Ruapehu, a popular skiing resort, and the Wanganui River. Wanganui, a leading provincial centre, has a population of around forty thousand people.

The Trustees seek to appoint a Headmaster to take up duties in September 1988. Detailed information will be supplied on request to:

The Bursar,
Wanganui Collegiate School,
Private Bag,
Wanganui,
New Zealand.
Facsimile: (64) 58745

HRA 87338

The English College
SINGAPORE

The college requires suitably qualified and experienced persons to teach the following G.C.E. 'A' and 'A.S.' level courses on its opening in February or March 1988.

Mathematics; Pure and applied,
Economics
Business Studies
Computer Science
English; language and literature
History; modern
Art
Law

The college has just been established by a consortium of academics and professionals not only to prepare South East Asian students for Tertiary education in U.K. and Australia, but also to serve as an offshore campus for selected universities and polytechnics by offering the first year of their under graduate programmes.

Applicants should be able to demonstrate creativity, independance and commitment to teaching.

Salaries will be in the range of S$2700 – S$5225 per month, and housing, medical and relocation benefits are provided.

Letters of application, along with a C.V., photograph and two referees should be sent to:-
The 'A' Level Co-ordinator,
The English College,
33 Hatherley Lane,
Cheltenham GL51 6PM.

Closing date: 31st October 1987

53708

RAS AL KHAIMAH
ENGLISH SPEAKING SCHOOL U.A.E.

Paces Recruitment Consultants have been instructed to recruit a

Reception Class Teacher
(for 12 4½-6½ year olds)

For this small school, with British, European and Arab expatriates (3½ yrs to 11½ yrs). The school complex consists of one main building divided into two junior and four purpose built nursery, reception and infant classrooms with a hall, gymnasium etc.

A British type curriculum is followed and teachers also participate in afternoon activities.

Generous tax free salary, including overseas allowance and end of contract bonus and superannuation/or labour law gratuity are offered. Shared rent free fully furnished accommodation is provided including free water and electricity, return air fare and baggage allowance. Only U.K. trained and fully qualified teachers with a minimum of 2 yrs experience should apply. The successful candidate would take up the post in January at the latest.

Interviews in London in November.

Please forward 2 copies of each of the following:
Letter of application; (in own hand writing), CV, names of 2 referees and recent photograph to:
Dept. H. Paces,
6B, Eccleston Gardens,
St. Helens WA10 3BN, within 14 days.
Candidates requiring an acknowledgement should enclose a stamped addressed evelope.

37295

GIBRALTAR

The Department of Education requires a suitably qualified Teacher for the following post effective from 7 January 1988:-

Bayside School
(Group 11 Comprehensive – Boys)

One post for a Teacher of Biology to share in the teaching of the subject to GCSE and 'A' levels. The post also involves the teaching of General Science in the lower school.

The post is a contract appointment up to 31 August 1988 in the first instance. Salary is paid at 97% of Burnham Scale 1 or its equivalent under the new conditions of service. Subsidised hostel accommodation is available. Return air passage, baggage expenses and employer's share of superannuation contributions are paid. Successful applicants will be required to take a medical examination in Gibraltar.

Application forms are available from the Manager, Gibraltar Tourist Office, 179 The Strand, London WC2R 1EH, tel 01-836 0777, to where they should be returned when completed not later than 30th October 1987.

(53740)

ISS International School

Singapore

Applications are invited from well qualified and experienced educators and administrators for the post of,

Headmaster and Dean of the College

The School offers American High School courses from K to Grade 12, and British GCSE 'O' and 'A' level courses.

The College offers the first two years of American Bachelor degrees, in association with Broward Community College, Florida, USA.

The successful candidate will be in complete accord with the school philosophy, which expresses a holistic approach to education.

Initial letters of application and CV should reach the school by October 31st, 1987.

Write to: The Chairman of the Board of Governors
ISS International School
Preston Road
Singapore 0410
Telephone 65 475 4188
Telefax 65 273 7065

OVERSEAS POSTS
continued

UNITED ARAB EMIRATES

Should I go? A-Z Essential information for successful living and working in a Muslim country.

£9.75 from Penjay Press, 33 Broom Close, Eastbourne, East Sussex. (20626) 720000

USA
Science and mathematics teachers, high school level, required for September 1988.
Details from: Anglo American Teaching Service, 100 West 82nd Street, Suite 33E, NYC, NY, 10025, USA. (21082) 720000

U.S.A.
SOCIAL THEORY AND COMPARATIVE HISTORY PROGRAM
UNIVERSITY OF CALIFORNIA
Davis
The University of California at Davis has begun developing an interdisciplinary program of research and teaching on Social Theory and Comparative History. We seek a scholar with a distinguished record of publication in historical and comparative research informed by social theory. The appointment is at the Senior level and is scheduled to begin in fall 1988. We expect this person to take an active role in shaping and further developing the program. Historians and social scientists are invited to apply. The appointment might be split between two departments and may entail responsibility for directing the program. We encourage applications from scholars with interests in large-scale social, political, economic, and cultural transformations.
Applications that include, at this stage, a cover letter and vita are due by October 15, 1987. Direct all correspondence to the STCH Search Committee, c/o Department of Sociology, University of California, Davis CA 959 16. The University of California is an Affirmative Action/Equal Opportunity Employer. (19992) 460000

WEST INDIES
Unusual opportunity for unusual person. Suit retired head teacher. Must have private school experience to commence. Exceptional school in lovely surroundings on beautiful island. Possible partnership.
Write c/o Lomas Oast, Sandhurst, Kent TN18 5PT. (19833) 720000

ZAMBIA
Required for early 1988 a suitably qualified HEADMASTER to establish and develop a new Christian multi-racial secondary boarding school in rural Zambia.
Applicants would need administrative ability and several teaching subjects and a clear call to work in this position.
Previous third world experience would be desirable.
Salary would be in local currency.
For further details write to: Mrs P.H. Sewell, 2 Baulks Lane, Aldwincle, Kettering NN14 3EW. Tel. 080-15-310. (19950) 720000

Appointments Wanted

CAMBRIDGE GRADUATE, 30, single male with good honours degree in English seeks permanent or temporary post in F.E. or Adult Residential College. Tel 034 381 3142. (19018) 750000

FINANCIAL LAWYER, 56, retiring early, seeks a post in the administration of an independent school, preferably in East Anglia. 28 years in public service and private practice; also with armed services background, (amur instructor. Can provide own accommodation. Box No. 00332, Priory House, St John's Lane, EC1M 4BX. (20628) 750000

Educational Courses

LEARN TO TEACH ENGLISH (EFL)

A Practical and thorough one week introduction to Teaching English as a Foreign Language from Pilgrims, the TEFL pioneers.

Courses at Canterbury, Lancaster, Glasgow, Manchester, Birmingham and Bournemouth.

Phone or write to: Terry Edwards, Pilgrims Teachers' Courses, 8 Vernon Place, Canterbury, Kent CT1 3YG. Tel: (0227) 455486. (06149) 760000

DYSLEXIA INSTITUTE

Offers a one year B.D.A. sponsored diploma course in the teaching of persons with specific learning difficulties. The group meets on Mondays in Central London for 9.30 - 4.00 p.m.

Further details from The Secretary, Dyslexia Institute, 133 Gresham Road, Staines TW18 2AJ. (20987) 760000

LEEDS
UNIVERSITY OF LEEDS
SCHOOL OF EDUCATION
One year full-time courses in 1988-89 DIPLOMA in PHYSICS and the TEACHING OF PHYSICS, DIPLOMA in MATHEMATICS and MATHEMATICAL EDUCATION.
The courses are designed to enhance the qualifications of experienced teachers to enable them to teach PHYSICS OR MATHEMATICS to GCSE Level.
90% of the students on the 1987-88 course have been seconded by their Local Education Authorities.
For further information please contact:- Allan Kavanagh (PHYSICS) or Tom Roper (MATHEMATICS).
Centre for Studies in Science and Mathematics Education, The University, Leeds LS2 9JT. Tel: (0532) 431 751, Ext. 7277 or 7276. (15294) 760000

LINGUARAMA

THINKING OF TEACHING

ENGLISH ABROAD

Linguarama offers one week introductory courses in Teaching English as a Foreign Language. Ideal for those thinking of entering the profession or those wanting an introduction to T.E.F.L. Courses run throughout the year in London, Birmingham, Manchester, Winchester and Canterbury. Career opportunities also exist in Linguarama's 40 schools World-wide.

Please send S.A.E. to T.E.F.L. Dept., Linguarama, 16 Waterloo St., Birmingham B2 5UG. (39427) 760000

SKI COURSE ORGANISER Part II course for teachers wishing to supervise pupils on snow. Les Arcs 26 December to 3 Jan. Bowles Ski Centre 08926 4137. (20641) 760000

THE BUSINESS LANGUAGE CONSULTANCY

Intensive language courses, group or individual tuition. E.F.C. languages or English as a foreign language.

Business personnel a speciality.

Residential, or in-company courses.

Goring House, Stockland, E. Devon. Tel: 040-488 691. (20076) 760000

WALES
CENTRE FOR ALTERNATIVE TECHNOLOGY
Machynlleth, Powys
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